

Department of the Army  
Headquarters, United States Army  
Training and Doctrine Command  
Fort Eustis, Virginia 23604-5701

**\*TRADOC Regulation 350-36**

**9 August 2017**

**Training**

**BASIC OFFICER LEADER TRAINING  
POLICIES AND ADMINISTRATION**

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**History.** This is a major revision to United States (U.S.) Army Training and Doctrine Command (TRADOC) Regulation 350-36, dated 1 September 2015.

**Summary.** TRADOC Regulation 350-36 prescribes policies, guidance, responsibilities, procedures, and organizational relationship associated with managing and conducting common core initial military training (IMT) in Basic Officer Leaders Courses: BOLC-A (WOCS) and BOLC-B (WOBC).

**Applicability.** This regulation applies to TRADOC schools, Regular Army (RA), Army Reserve (AR), and Army National Guard (ARNG) officers, branch specific/technical schools (BOLC-B), and warrant officers basic course training conducted at service schools, Army Training Centers, and other agencies and activities under the control of Headquarters, TRADOC. This regulation is also applicable to all RA, AR, and ARNG new officer and warrant officer accessions' training (BOLC-A) at service schools and academies under the control of U.S. Department of the Army through the execution of a memorandum of understanding that clearly defines corresponding responsibilities and support actions coordinated between U.S. Army Cadet Command; U.S. Military Academy, and the Deputy Commanding General for Initial Military Training (DCG-IMT). The policies contained herein, unless otherwise stated, apply to members of sister and foreign services attending Army IMT schools.

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\*This regulation supersedes TRADOC Regulation 350-36, dated 1 September 2015.

**Proponent and exception authority.** The proponent of this regulation is the TRADOC Deputy Commanding General for Initial Military Training (DCG-IMT) (ATMT), 210 Dillon Circle, Fort Eustis, VA 23604-5701. The DCG-IMT is dual hatted as the Commanding General, U.S. Army Center for Initial Military Training (CG, USACIMT). Throughout the regulation the specific role and function will be aligned to the respective title. The CG, USACIMT has the authority to approve exceptions or waivers to the IMT common core training guidance in this regulation that is consistent with controlling law and regulations. The CG, USACIMT may delegate this approval authority in writing to the proponent agency (BOLC-A and BOLC-B), in the grade of colonel or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through higher headquarters to the policy proponent.

**Army management control process.** This regulation contains management control provisions in accordance with Army Regulation 11-2, but it does not identify key management controls that must be evaluated.

**Supplementation.** Supplementation of this regulation and establishment of command and local forms is prohibited without prior approval from the CG, USACIMT, (ATMT), 210 Dillon Circle, Fort Eustis, VA 23604-5701.

**Suggested improvements.** Users are invited to send comments and suggested improvements on Department of the Army Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the CG, USACIMT, (ATMT), 210 Dillon Circle, Fort Eustis, VA 23604-5701. Suggested improvements may also be submitted using Department of the Army (DA) Form 1045 (Army Ideas for Excellence Program Proposal).

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## Summary of Change

TRADOC Regulation 350-36  
Basic Officer Leader Training Policies and Administration

This comprehensive revision, dated 9 August 2017-

- o Updates the Basic Officer Leaders Course Model (fig 1-1).
- o Adds Chaplains Corps to the Direct Commission Course list (para 1-2c(1)).
- o Adds guidance that Chaplains are not required to conduct combat-specific-training while in initial military training (para 1-2c(1)).

- o Updates the biennial common core task list revision process (fig 2-2).
- o Adds guidance on uniform standards during rifle marksmanship (para 2-2d).
- o Changes content and title from “Combatives” to “Hand to Hand Fighting Techniques” (para 2-2e).
- o Adds a paragraph on “Ethical Standards of Conduct and Uniform Code of Military Justice Training” (para 2-2h).
- o Adds Army Directive 2016-17 (para 3-1a).
- o Adds requirement to use Department of Defense Forms 2982 and 2983 (para 3-1a(3)).
- o Adds guidance on social media “Friending” in initial military training (para 3-1a(4)).
- o Updates and adds punitive language (para 3-1d).
- o Adds guidance on Soldiers entering the Army with religious accommodations (para 3-2a).
- o Adds a new paragraph on fueling for performance (para 3-2c).
- o Title and content aligned with the Army Learning Areas in support of Basic Officer Leaders Course-A/B Outcomes (para 4-8).
- o Changes paragraph 5-1 title from “BOLC leadership and cadre development” to “BOLC leadership and cadre certification” (para 5-1).
- o Deletes figure 5-1, “Retest/Retrain/Recycle/Separate” chart.
- o Realigns Cadre and Instructor Certification from paragraphs 4-4(e-g) to paragraphs 5-1(a-b).
- o Changes the title of paragraph 5-4 from “Graduation Requirements” to “Medical Readiness”.
- o Introduces new paragraph 5-5, “Graduation Requirements”.
- o Updates High Physical Demand Tasks language (para 5-5a(3)(c)).
- o Replaces use of the initial military training “sick slip” with the electronic profile (para 5-5d(2)).
- o Updates staff assistance visit requirements for Basic Officer Leaders Course-A/B organizations (para 6-1b).
- o Changes content and title from “Quick Looks” to “Staff Assistance Visits” (para 6-1b).
- o Revises and corrects grammar, composition and content throughout.

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## **Chapter 1**

### **Introduction**

#### **1-1. Purpose**

This regulation prescribes United States (U.S.) Army Training and Doctrine Command (TRADOC) guidance, policies, procedures, and responsibilities for managing and conducting BOLC (see figure 1-1) common core and branch specific training, student in-processing, student holdovers/recycles, and outlines the desired outcomes of BOLC organizations. Officer initial military training (IMT) consists of BOLC-A pre-appointment/commissioning training, Direct Commission Course (DCC) comparative training, and branch specific/technical training in BOLC-B. Organizations that execute BOLC-A training are: U.S. Army Cadet Command (ROTC), United States Military Academy (USMA), Regular Army (RA) and Army National Guard (ARNG) Officer Candidate Schools (OCS), RA and ARNG Warrant Officer Candidate Schools (WOCS) and the United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS). This regulation also supports the design, development, and execution of all BOLC-B programs of instruction (POIs).

#### **1-2. Mission**

a. IMT conducts BOLC training through various pathways in order to professionally develop volunteers into Army officers and warrant officers capable of leading upon arrival at their first unit of assignment (FUA).

b. BOLC-A. Professionally develop aspiring Army officers and warrant officers through initial military training, education, and experience, into trusted Army professionals – leaders of character, competence, and commitment. Develop basic, tactical, technical knowledge, skills, and leadership attributes while imbuing candidates and cadets with the moral principles of the Army Ethic. BOLC-A commissioning/appointment sources are ROTC, USMA, RA and ARNG OCS, and RA and ARNG WOCS. The Proponents' mission statements are as follows:

(1) Reserve Officers' Training Corps. Train, educate and inspire Army ROTC Cadets in order to commission officers of character for the Total Army; develop citizens of character for a lifetime of commitment and service to our Nation.

(2) USMA. Educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country, and prepared for a career of professional excellence and service to the Nation as an officer in the U.S. Army.

(3) RA OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Army Ethic.

(4) ARNG OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Army Ethic.

(5) RA WOCS. Train, develop, and appoint warrant officers of character who live by the Army Ethic with the leadership skills necessary to meet future Army challenges.

(6) ARNG WOCS. Train, develop, and appoint warrant officers of character who live by the Army Ethic with the leadership skills necessary to meet future Army challenges.

c. BOLC-A Comparative Training.

(1) The Direct Commissioned Course (DCC) trains direct commissioned officers within the U.S. Army Judge Advocate General's Corps, the U.S. Army Medical Department, and the U.S. Army Chaplains Corps on fundamental skills, establishing a foundation in leadership, physical fitness, mental toughness, and tactical and technical proficiency. Moreover, in accordance with AR 165-1, Chaplains as non-combatants are not required to conduct combat specific training while in an IMT environment.

(2) The Special Forces Warrant Officer Technical and Tactical Certification Course (SFWOTTCC) results in the appointment and qualification of selected SF Soldiers as WO1s in MOS 180A. The SFWOTTCC conducts Army BOLC and SF proponent-based training and education to provide the force with skilled assistant detachment commanders.

d. BOLC-B (officer and warrant officer branch specific/technical certification). Provide newly commissioned Army officers and appointed warrant officers with continued progressive and sequential training at branch schools to produce adaptive officers with the character, technical certification and tactical competence; committed to successfully lead upon arrival at their FUA.



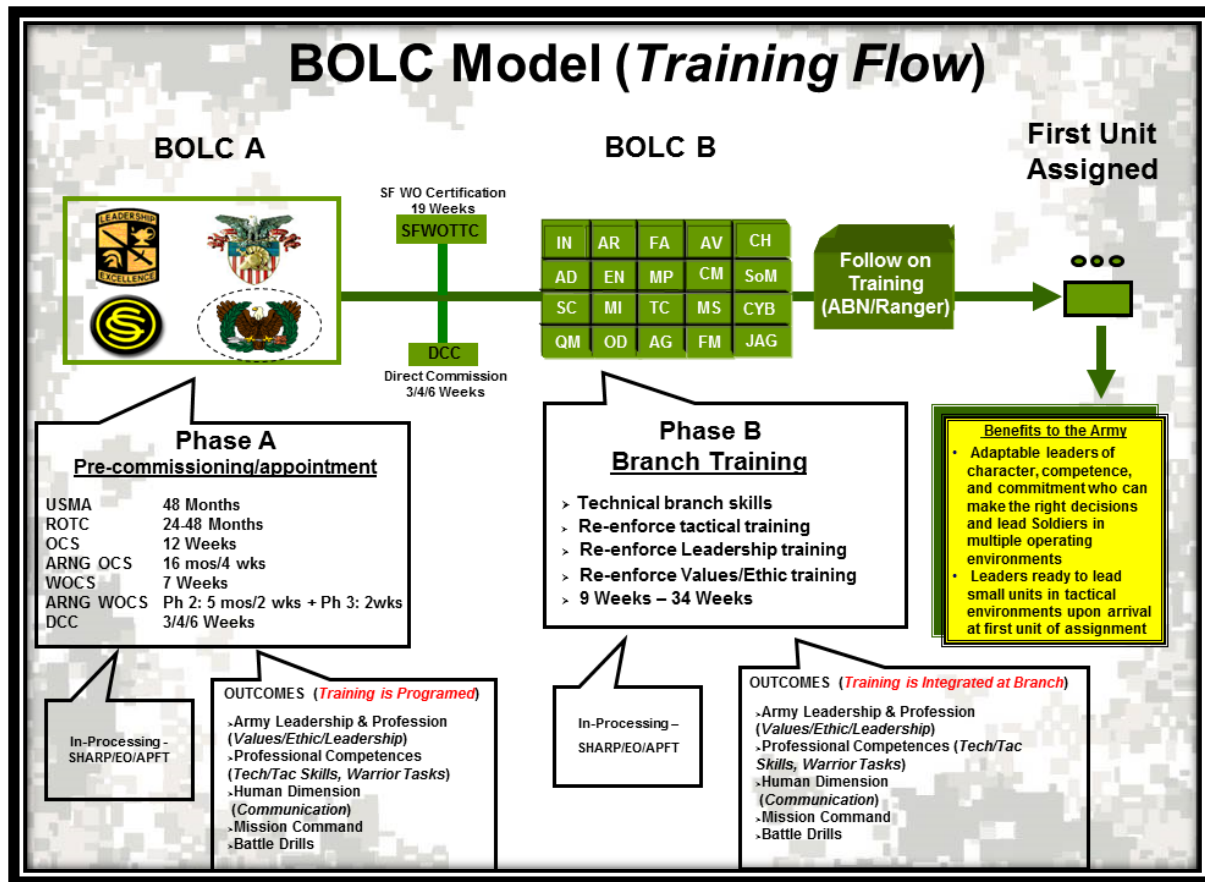


Figure 1-1. Basic Officer Leaders Course (BOLC) Model

### 1-3. References.

Required and related publications and referenced forms are listed in Appendix A.

### 1-4. Explanation of abbreviations and terms

Abbreviations and terms used in this regulation are explained in the [glossary](#).

### 1-5. Army Profession

a. The Army Profession is a unique vocation of experts certified in the ethical design, generation, support, and application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people. Transformation, as used in this regulation, is the deliberate and continuous professional development process to develop aspiring officer and warrant officer candidates into trusted Army professionals – leaders of character, competence, and commitment.

(1) The Army Profession consists of the Profession of Arms and the Army Civilian Corps. Officers and warrant officers are members of the Profession of Arms.

(2) The Army Profession establishes standards for “good order and discipline” and guides the actions of officers and warrant officers in accordance with the Army Ethic. They embrace a shared identity as trusted Army professionals who are: *honorable servants* in defense of the Constitution and the American people; *Army experts* in the ethical design, generation, support, and application of land power; and *responsible stewards* of the people and other resources entrusted to their care. Army professionals strengthen the Army culture of trust as they live by and uphold the *Army Ethic, the heart of the Army Profession*.

(3) The Army’s relationship with the American people is based on trust that is reinforced through contribution of honorable service, military expertise, and stewardship with courageous esprit de corps. The Army earns and maintains trust through the ethical, effective and efficient conduct of the mission.

(4) Within the Army Profession, officers and warrant officers earn and sustain trust by consistently demonstrating their character, competence, and commitment -- making right decisions and taking right actions that are ethical, effective, and efficient.

b. Principles of Transformation.

(1) Immersion into the Army Profession of Arms embodies values, personal conduct, self-discipline, motivation, and task performance.

(2) Application of this critical concept ensures officers and warrant officers learn through the example of everyone with whom they have contact or via participation and observation.

(3) Consistently and broadly applied, the IMT environment will demonstrate the practical application of the Army Ethic and serve to establish the Army’s standards for conduct, discipline, and relationships.

(4) The leaders and trainers of officers and warrant officers during their IMT experience must be examples of proper military conduct and performance. Leaders and trainers are responsible to develop and certify character and commitment in their students simultaneously with competence.

(5) Where the desired environment is in contrast to an officer’s background or experience, it provides the basis for positive change, exemplifying in meaningful ways what is required to be a successful Army Professional.

(6) When an officer’s environment or conduct differs from the desired actions, leaders explain and demonstrate the Army’s expectations and standards.

(7) This immersion requires officers and warrant officers to adopt and demonstrate the Army Ethic, put its moral principles and Army Values into practice, understand how Army standards apply in performance and discipline, and, when necessary, fundamentally change their conduct to align with the Army Ethic.

(8) It provides leaders the opportunity to relate attitude and conduct to individual and collective performance in real terms that includes service in time of war.

(9) To be effective, all leaders and trainers must comply with the Army's standards.

c. The Army Ethic is the evolving set of laws, values, and shared beliefs, embedded within the Army culture of trust that motivates and guides the conduct of Army professionals bound together in common moral purpose. Living by and upholding the Army Ethic is a commitment and an expectation. Specifically, the Army Ethic informs, motivates, and inspires Army Professionals to:

(1) Seek to discover the truth, decide what is right (ethical, effective, and efficient), and demonstrate the character, competence, and commitment to act accordingly.

(2) Contribute honorable service in the conduct of the mission, performance of duty, and all aspects of life.

(3) Stand strong as stewards in maintaining the Army Profession by upholding the Army Ethic - prevent misconduct and do what is right to stop unethical practices.

d. The essential characteristics of the Army Profession are depicted in a graphic symbolic of a stone bridge arch with Trust as the keystone of the profession.

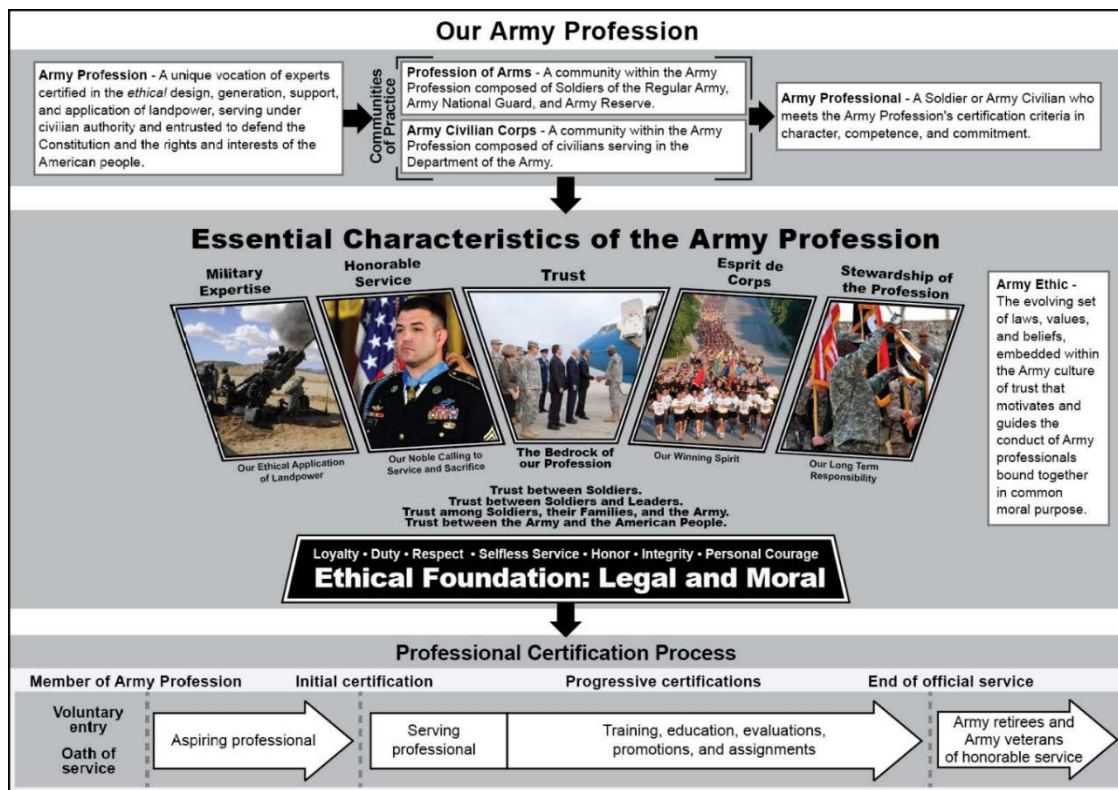


Figure 1-2. Characteristics of the Army Profession

e. Professional Certification. Membership of an aspiring Army professional begins upon taking the Oath to support and defend the U.S. Constitution. Training in IMT begins the developmental process to attain the status of an Army Professional. Certification is the verification and validation of an Army professional's character, competence, and commitment to fulfill responsibilities and successfully perform assigned duty with discipline and to standard. Certification has two purposes: it demonstrates to the American people that the Army is qualified to perform its expert work; and for Army professionals, it provides motivation and a sense of accomplishment.

(1) Through certification, the Army strengthens trust by confirming the professional development of officers and warrant officers and the readiness of organizations.

(2) Within the Army Profession, continuous and progressive development and certification in character, competence, and commitment is a life-long responsibility.

(3) Certification criteria evaluate the whole officer and warrant officer, taking into consideration the duties and responsibilities of the person; it is a holistic assessment of one's character, competence, and commitment.

(a) Character – operationally is defined as dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions. Intrinsically, character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience.

(b) Competence – demonstrated ability to successfully perform duty with discipline and to standard. For leaders, their required competence includes expertise (i.e., knowledge, skills, and abilities) to lead in tactical, technical, geo-cultural, and unified action partnership environments. But most importantly, leaders must be competent in human and leader development, i.e., interpersonal relationships, developing their subordinates, and building cohesive teams.

(c) Commitment – resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges. Commitment is closely related to resilience.

(4) Standards. Standards must be clearly demonstrated, communicated, achievable, and enforced consistently and fairly to establish and maintain order. Standards based on skill sets must be appropriate to the level of professional certification; they are adjusted to ensure achievability and show progression throughout the training and education process of professional development. Standards based on the Army Ethic do not change and are applied consistently in IMT and throughout a leader's career.

(5) Mentor/Cadre. Knowledge, skills, discipline, and leadership development require education, training, experience, coaching, counseling, and mentoring. Some of the most influential aspects in the professional development of leaders are the "mentor/cadre" relationship. BOLC instructors, staff and faculty, tactical officers, and leaders at all levels must be exemplary professional role models, always setting the example and living by the Army Ethic.

Institutional Commandants and Professors of Military Science, as the senior stewards, do this by establishing and maintaining an organizational culture of trust and positive learning climate.

f. The desired end state of professional development for all graduates includes the following outcomes:

- (1) Understand, adhere to, uphold in others, and to live by the Army Ethic.
- (2) An Army officer or warrant officer is a leader, steward of the profession, and proud team member possessing a character consistent with the Army Ethic committed to the Army and the welfare of its Soldiers and Army Civilians.
- (3) Possess self-discipline, and be adaptable, resilient and innovative.
- (4) Be capable of identifying and solving problems appropriate to their position and responsibility.
- (5) Be able to operate effectively under stress.
- (6) Be physically fit.
- (7) Demonstrate competency in Army traditions, customs and courtesies, and fundamental Soldier skills and responsibilities.

g. The principles of leader and professional development combine to foster an environment conducive to creating lasting change, while facilitating training, education, self-development, and character development. In this way, the officer or warrant officer will be prepared to ethically, effectively, and efficiently lead a cohesive team upon arrival at their FUA.

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## **Chapter 2**

### **Roles and Responsibilities**

#### **2-1. Commanding General (CG), U.S. Army Center for Initial Military Training (USACIMT) intent**

a. Purpose. To support Sustainable Readiness while training, educating, and developing junior officers and warrant officers who can immediately contribute to their FUA. To instill the knowledges, skills, and abilities required to contribute at FUA.

b. Key tasks.

(1) Evaluate, redesign, and implement the common core task list (CCTL) for relevancy. Coordinate with branch proponents in the establishment and training of a relevant functional task list and the execution of professional development of newly commissioned junior officers and warrant officers.

(2) Synchronize the training and preparation of junior officers and warrant officers within each branch proponent BOLC, so that these officers and warrant officers arrive at first unit in accordance with Army requirements.

(3) Provide quality and relevant training and education that prepare leaders for the operational environment.

(4) Establish administrative training policy and guidance.

(5) Transform civilian volunteers into junior officers and warrant officers.

(6) Train and develop competent, resilient and agile IMT cadre leaders with character who are committed to the development of junior leaders.

(7) Review POIs to ensure training is relevant, rigorous, and standardized.

(8) Assist IMT brigades to improve the quality of life and resilience of IMT cadre, families and civilians.

(9) Direct the development of common core tasks.

(10) Enable the resourcing of subordinate units.

c. End state. BOLC institutions produce agile, adaptive, and professional junior officers and warrant officers capable of leading upon arrival at their FUA. The officers are physically ready, grounded in the Army Ethic and competent in their skills to contribute to their FUA.

## **2-2. CG, USACIMT guidance**

a. Army officers and warrant officers must exhibit professional attributes, be able to lead Soldiers by example, be technically and tactically proficient, and live the Army Ethic. They must be professional and exhibit leadership; and they must be physically fit, confident, and have strong military bearing. An officer must be mentally agile, innovative, and have sound judgment that will allow them to adapt to any circumstance.

b. Each BOLC school has an approved POI addressing defined and similar common core tasks including functional tasks dictated by the proponents. Unless commanders and commandants seek and receive permission to change common core requirements in the POI, all will execute the “approved common core tasks” in POIs without replacing topics, or substituting one subject while deleting another. These tasks will be reviewed collaboratively by the branch, source proponents and the CG, USACIMT for relevancy and must be linked to the current operational environment. As a goal, BOLC-B training should be no more than 60 hours a week and six days a week, with exceptions being linked to periods of field training.

c. BOLC will continue with initiatives for improving Soldier physical performance as follows:

(1) Reduce overuse injuries by using standardized physical readiness training (PRT) in IMT in accordance with Field Manual (FM) 7-22. The PRT program is scientific, and based on proven quantifiable results. Junior officers will be prepared to evaluate and lead PRT programs upon graduation from BOLC.

(2) Command presence at PRT will emphasize its importance. Leaders must emphasize the value of PRT by clearly explaining the objectives and benefits of the program, and ensuring the time allotted for PRT is used effectively.

(3) Optimize performance by ensuring that menu selections, dining facility layout, and performance nutrition information are provided in accordance with the Soldier Fueling Initiative.

d. Marksmanship. To provide BOLC-B students with the advanced skills necessary to engage the enemy around the world, the BOLC rifle marksmanship (RM) strategy consists of: zero and qualify to include CCO/BUIS, Conduct Range Operations, and AHA/HAZMAT procedures. Training is conducted with RM 1-10 rifle marksmanship periods for all BOLC-B schools. Training will focus on the fundamentals of marksmanship leading up to qualifying on respective assigned individual weapon. During RM periods 1-10, uniform standards will be directed by POI requirements and local command policy. Removal of advance rifle marksmanship in BOLC-B training allows re-utilization of time for branch specific marksmanship training reinforcement.

e. Hand to Hand Fighting. Students must be prepared to use different levels of force in an environment where conflict may change from low intensity to high intensity in a matter of minutes. Hand to Hand Fighting training will instill courage and self-confidence. With competence comes the understanding of controlled aggression and the ability to remain focused while under duress.

f. Leadership. Provide mission-focused leadership and critical thinking opportunities to improve professional development and produce agile and adaptive leaders who are able to accomplish any mission. Cadre will provide mission-focused leadership opportunities and place BOLC students in situations that will test their resourcefulness and ingenuity.

g. Army Ethic and Values. BOLC will teach and train the Army Ethic and Values, and will apply them in situational exercises that relate to combat as well as on and off duty events. Cadre will integrate moral principles, values, and ethical reasoning into training events and critical thinking. Academic evaluation reports and student counseling will include examples of following or failing to abide by the Army Ethic and Army Values.

h. Ethical Standards of Conduct and Uniform Code of Military Justice Training. Federal statute requires that all initial entry [IMT] students receive ethical standards of conduct training that conform to the mandates of 5 code of Federal Regulations 2638.703 and Joint Ethics Regulation paras 11-200 and 11-300 within 90 days of the time the students begin to work for the U.S. Army. This is a one hour requirement to ensure that all Soldiers initially coming onto active duty understand the 14 general principles of ethical conduct. Additionally, all incoming

officers must receive familiarization training with the Uniform Code of Military Justice in accordance with Army Regulation 27-1, paragraph 18-5a to ensure they understand their roles and responsibilities as commissioned officers in the military justice process.

i. Resilience. Enhance an officer's ability to perform, as well as to support Soldiers through development of the five dimensions of strength: emotional awareness, social communications, spiritual beliefs, family values, and physical fitness. Training will focus on both individual and organizational resiliency. Officers must be able to recognize the status of their organization and ways to improve or resolve identified problems.

j. Cultural Awareness. Leader-focused training, addressing general (non-region specific) culture factors, including the components of culture, communication, rapport building, and negotiation. Permitting junior leaders to incorporate these cultural factors that benefit engagement efforts by practicing cross-cultural competency skills; enhancing their ability to adapt within an operating environment.

k. Counter-Improvised Explosive Devices. Training is conducted in IMT BOLC as integrated training in convoy and tactics operations. Preparing students to recognize and protect their units from improvised explosive devices threats such as micro-drones and precision guided munitions, as they evolve. Training must enable students to anticipate the evolving threat. POIs will include up-to-date training on friendly and enemy tactics, techniques, and procedures.

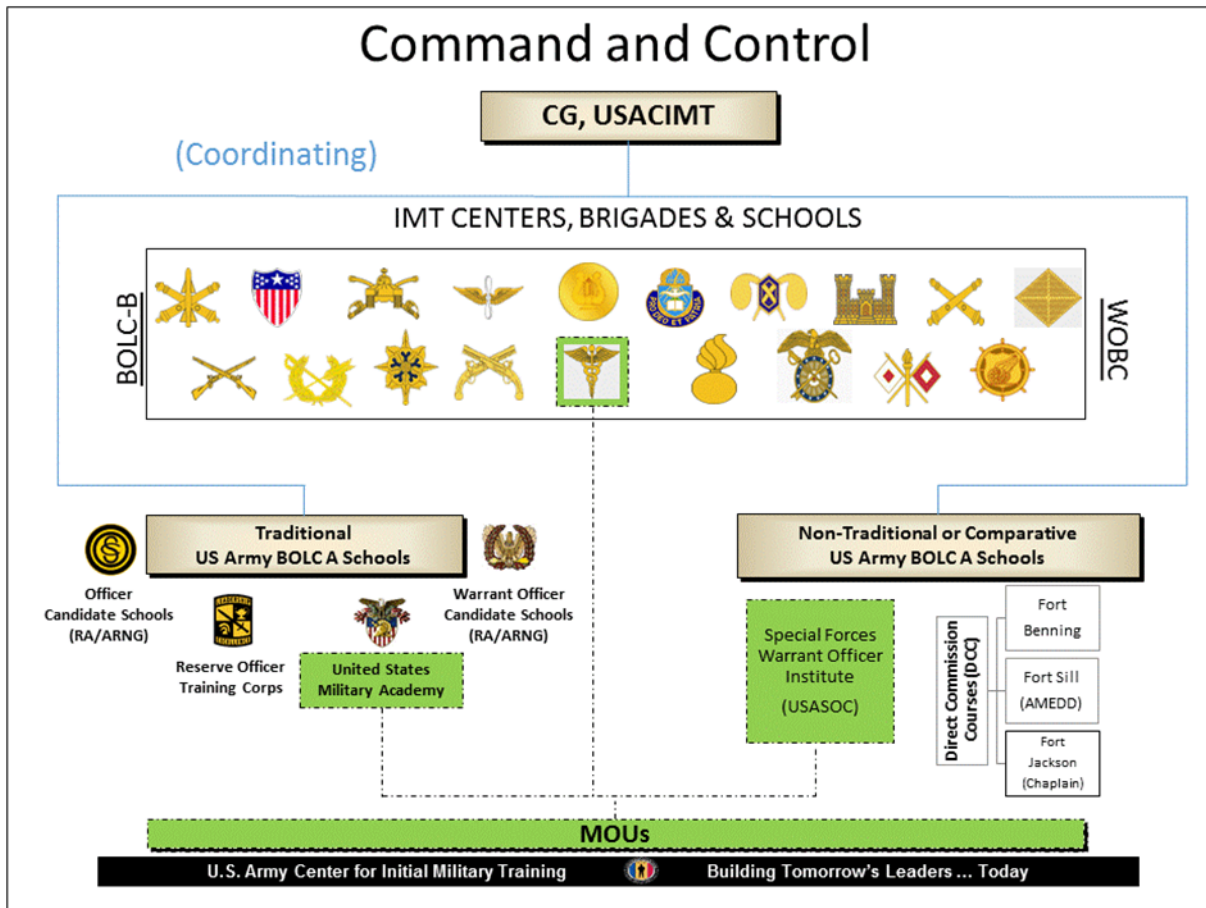
l. Field training. Officers and warrant officers will train in a realistic environment using scenario-driven field training exercises that will generate cohesive trained leaders ready to operate at any point on the spectrum of conflict, in any environment, and under all conditions. During these exercises, officers and warrant officers will use individual skills such as RM, first aid, battle drills, and PRT to build warriors skills, while incorporating the branch and functional skills linked to their leadership development. The cadre must be prepared to adjust the tactical scenarios based on the performance of the student and must always be prepared to demonstrate possible doctrinal solutions to the tactical situation.

m. Use of Live, Virtual, Constructive Gaming. Training resources and systems are integrated for optimum effectiveness to expand the operational environment. By applying technology and simulations, cadre create immersive, highly realistic environments for every level of training that reduces training costs and improves Soldier readiness.

n. Outcomes-Based Training and Education. Outcomes-based training and education adapts a training strategy to meet the conditions of current and future operational environments. Developing new approaches in training is necessary to ensure leaders are confident in their ability to lead at FUA. Outcomes-based training and education will focus on understanding of basic skills, development of intangible attributes, and understanding how tasks relate to each other and to varied situations when used by the centers and schools.



**2-3. Command and control relationships and responsibilities of the Deputy Commanding General for Initial Military Training (DCG-IMT)/ CG, USACIMT and proponent agencies**  
(Refer to figure 2-1 below for a visual illustration)



**Figure 2-1. BOLC command and control**

a. Mission. Provides command, control, and coordination of the Army's officer, warrant officer, and enlisted IMT. Develops and implements plans, policy, programs, organizations, and resources to accomplish the IMT mission. Exercises direct supervision, management, and oversight for policy, priorities, standards, leadership training, and resourcing prioritization of all matters pertaining to the IMT Enterprise.

**b. Functions and Responsibilities of DCG-IMT**

(1) Determine policy and provide guidance for the conduct of BOLC common core tasks required for BOLC-A through memorandum of understanding (MOU) with BOLC-A/B organizations.

(2) Review, validate, and approve the BOLC CCTL and elements of values, culture, and Warrior Ethos training.

(3) In coordination with TOMA, review POIs to ensure common core task compliance, branch specific requirements, and course administrative requests for TRADOC BOLC- A/B.

(4) Evaluate resource challenges identified by BOLC-A/B schools commandants to TRADOC.

(5) Conduct conferences, video teleconferences, Staff Assistance Visits, and POI reviews as required in the execution of BOLC management and evaluation responsibilities.

(6) Conduct and host an IMT brigade commander/command sergeant major (CSM) conference each year.

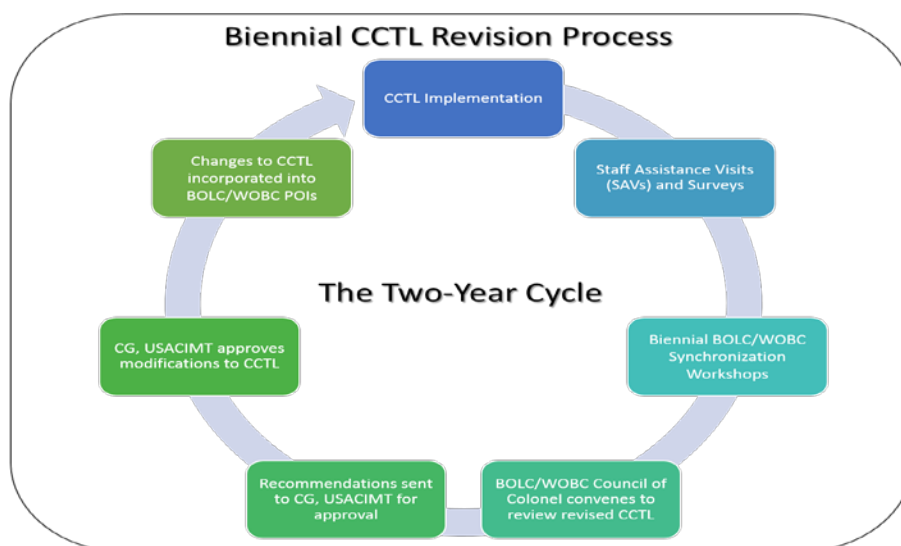
(7) Assess implementation of BOLC policy and TRADOC regulations at Center of Excellence sites.

(8) Conduct continuous CCTL assessment via a process that includes a biennial stakeholders' synchronization conference, followed by a stakeholders' Council of Colonel and culminating with the submission of recommended changes to the CG, USACIMT for approval and follow-on inclusion into CCTL (see figure 2-2 below for a visual representation).

(a) The process involves vital participation from BOLC-A and B stakeholders and up-to FUA.

(b) It allows CCTL relevancy to the current warfighting efforts of the Army by alignment with the latest warrior tasks and battle drills (WTBDs).

(c) Stakeholder inputs are gathered annually via a formalized USACIMT Staff Assistance Visit program and through carefully designed yearly surveys seeking to address gaps in education.



**Figure 2-2. Biennial CCTL revision process**

(9) Review risk management and environmental risk management integration into training products, and assess the validity of proposed control measures during annual safety evaluations.

c. Functions and Responsibilities of CG, USACIMT

(1) The CG, USACIMT has the lead for TRADOC core function: Initial Military Training.

(2) Establishes, approves, and publishes all IMT policy, strategy, and BOLC Common Core requirements.

(3) Coordinate with task and school proponents to identify training requirements as directed by TRADOC.

(4) Ensures common core training, linkage and standards between BOLC-A/B organizations.

(5) TRADOC's Executive Agent for Sexual Harassment /Assault and Response Prevention (SHARP) program.

(6) TRADOC's Executive Agent for Physical Readiness. Develops and coordinates TRADOC policy concerning the Army's Physical Readiness and Fitness programs to include the Master Fitness Trainer Course, the operation of fitness training units to include the physical conditioning unit and the Physical Training Rehabilitation Program.

d. BOLC-A organizations will.

(1) Establish MOUs (as required) with CG, USACIMT governing their method of ensuring instruction of tasks on the CCTL.

(2) Conduct BOLC-A CCTL training and other mandatory training as designated by CG, USACIMT and Headquarters (HQ), TRADOC in accordance with the MOU.

e. The Maneuver Center of Excellence, CG is the POI proponent and trainer for RA OCS and ARNG OCS.

f. The Maneuver Center of Excellence, CG is the POI proponent and trainer for the DCC.

g. The Fires Center of Excellence, CG is the POI proponent and trainer for the U.S. Army Medical Department DCC.

h. The Warrant Officer Career College Commandant is the POI proponent and trainer for RA WOCS and ARNG WOCS.

i. The Special Forces Warrant Officer Institute Commandant is the POI proponent and trainer for SFWOTTC.

j. The USMA Commandant is the POI proponent and trainer for USMA.

k. The United States Army Cadet Command, CG is the POI proponent and trainer for Reserve Officers' Training Corps.

l. The U.S. ARNG is the trainer for ARNG OCS/ARNG WOCS.

m. Commandants/Commanders of TRADOC centers and schools (see figure 2-3) will:

(1) Conduct BOLC-B CCTL training, branch specific training, values training, professional development, and other mandatory training for junior officers and warrant officers as directed by CG, USACIMT, TRADOC, and Headquarters, Department of the Army (HQDA).

(2) Ensure the branch/technical/tactical specific tasks within the POI remains current/relevant; and submit all recommended and required POI changes through CG, USACIMT to CG, TRADOC.

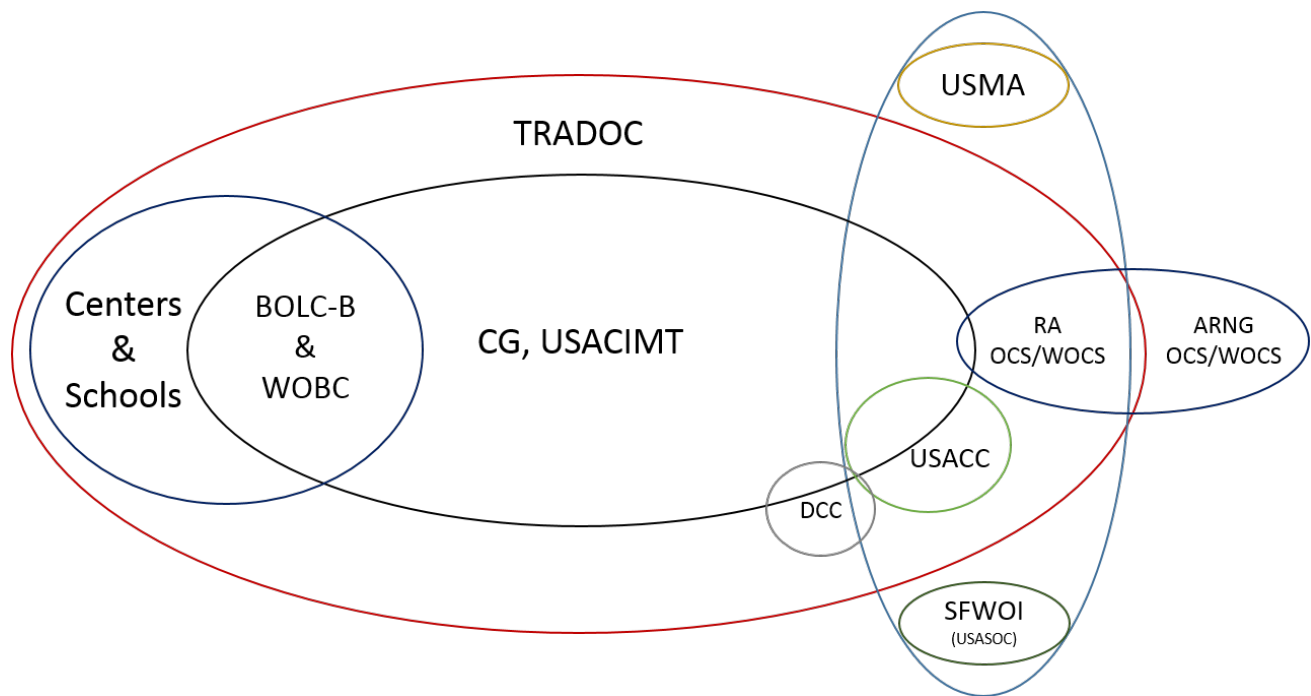
(3) Implement procedures/processes to ensure quality control/assurance checks of BOLC training products and training management activities are conducted.

(4) Develop and provide training support packages (TSPs) and Training Requirements Analysis System (TRAS) documentation, POIs, lesson plans, and other instructional material, as required, in accordance with TRADOC Regulation (TR) 350-70.

(5) Establish and maintain a working relationship through visits, conferences, video teleconferences, and correspondence with Army Training Center commanders, service school commandants, and training division commanders conducting training in courses for which they are the designated proponent.

(6) Manage an effective mission-oriented safety program that integrates risk management into all activities and training, to protect personnel, facilities, equipment, and materiel under their charge, as well as the public and natural environment from hazards and accidents.

(7) Ensure records (hardcopy or electronic) created and/or received in the course of doing Army business are maintained in accordance with AR 25-400-2.



**Figure 2-3. Spheres of influence**

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## Chapter 3 Safe and Secure

### 3-1. Safer learning environments

a. Sexual Harassment, fraternization, inappropriate or unprofessional relationships. This conduct is explicitly forbidden in accordance with AR 600-20 and Army Directive (AD) 2016-17, and may violate local regulations. These offenses are contrary to the principles of the Army Profession and are punishable under the Uniform Code of Military Justice.

(1) This does not preclude the normal exchange of military courtesies, the standard courtesies extended at command sponsored functions, participating in religious activities, or activities specifically approved by the commander, or necessitated by emergency.

(2) Cadre and Soldiers in Training. Any relationship between permanent party and any Soldiers in training, not required by the training mission is prohibited in accordance with [AR 600-20](#), paragraph 4-15 and AD 2016-17. This definition includes and is not limited to dating IMT Soldiers, writing personal letters, text messages, e-mails, exchanging personal communications on social media, having personal telephone conversations unrelated to the training mission, playing cards, gambling, dancing, entertaining in personal residences, sharing accommodations in a hotel/motel, transporting in a privately owned vehicle, or any other conduct of a personal or sexual nature.

(3) Cadre and trainees must be counseled and sign DD Form 2982 (Trainer Prohibited Activities Acknowledgement) and DD Form 2983 (Trainee Prohibited Activities Acknowledgement) upon assignment with clear command guidance that acknowledges their understanding and responsibilities that prohibit inappropriate behaviors and relations in accordance with TR 350-36 and policies. Ensure records (hardcopy or electronic) created and/or received in the course of doing Army business are maintained in accordance with AR 25-400-2.

(4) Cadre and trainees are prohibited from "Friending" or requesting to be a "Friend" or being "Friends" while in an IMT environment commencing at BOLC-A report date and concluding upon BOLC-B graduation. This includes the use of personal social media outlets/networking sites, such as, but not limited to Facebook, Instagram, Twitter, Snap Chat, etc. However, social media outlets/networking sites, such as official unit sponsored pages directed at conveying official Army information, communications, or activities may be used for official/professional communication between cadre and Soldiers in training.

(5) Soldiers in training. Any relationship between Soldiers in training not required by the training mission is prohibited in accordance with [AR 600-20](#), paragraph 4-15.

b. Trainee abuse is any improper or unlawful physical, verbal, or sexual act a cadre commits against a trainee. Examples include extreme exercise-based corrective action not in accordance with PRT, extreme profanity, sexual misconduct, extortion, hazing, inappropriate fundraising, or prohibited relationships. Only a commander can determine an incident as trainee abuse.

c. Hazing and Cyberbullying.

(1) Hazing is defined as any conduct that causes another to suffer, or be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Soliciting or coercing another to perpetrate any such activity is also considered as hazing. Hazing need not involve physical contact; it can be verbal or psychological in nature. Actual or implied consent to acts of hazing does not eliminate the culpability of the perpetrator. Hazing is explicitly forbidden in accordance with [AR 600-20](#), chapter 4 and applies to Soldiers and civilian personnel. Hazing is an offense punishable under the Uniform Code of Military Justice.

(2) This definition includes and is not limited to playing abusive tricks, threatening or offering violence or bodily harm to another, striking, branding, tattooing, any forced or coerced consumption of alcohol, drug, or tobacco product, or causing the harmful, excessive, or abusive consumption of liquid, food, or any other substance.

(3) Hazing does not include command authorized mission or operational activities, the requisite training to prepare for such missions or operations, administrative corrective measures, extra military instruction, command authorized PRT, and other similar activities that the commander authorizes.

(4) Cyberbullying is bullying that takes place using electronic technology, which includes cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. This practice is prohibited and punishable to its full extent.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

d. Cadre are prohibited from any physical contact with student's, with the exception making training-related corrections, resolving safety concerns, or in the exchange of normal military courtesies or social pleasantries (i.e., congratulatory handshake). Cadre members are not required to ask a student's permission prior to making training-related corrections or resolving safety concerns; however, effective trainers tell Soldiers what they are going to do before they do it. Cadre who engage in physical contact with students in violation of this regulation may be subjected to punishment under the Uniform Code of Military Justice.

e. Requiring or encouraging IMT Soldiers to purchase common use items or common area cleaning supplies with their own funds (for example, bay cleaning supplies, toilet paper for common latrines, and other common use items) is strictly prohibited.

### **3-2. Soldier well-being**

a. Officer candidates entering the Army with religious accommodations will have an approved memorandum on their possession signed by the Secretary of the Army (SECARMY) or Designees and documented in the electronic military record system before receiving the accommodation. This memorandum will identify the accommodations authorized for the individual. Candidates will not process without the approved memorandum. Guidance can be found within ALARACT 096/2016. This information will be part of the Title 42, United States Code, Section 2000BB-1-4 (Religious Freedom Restoration Act)

#### **b. Injury Prevention Measures.**

(1) Prevent and reduce injuries in BOLC training by carefully following the exercise principles of "recovery" and "progression." Research suggests that there is a dose-response relationship between the amount of training and the risk of injury (for example, the more physical activity a group performs, the more injuries will occur). Furthermore, there are thresholds of training above which fitness does not improve substantially, but injury rates still increase. PRT is progressive and disciplined training that challenges the Soldier's physical ability. The progressive nature of the PRT program is essential for the most beneficial physical development and safety of all Soldiers. Adjust the duration and intensity of PRT sessions to compensate for other physically demanding activities.

(2) Leaders must consider students' acclimation to the climate and the effect it has on physiological performance and recovery. Leaders will manage risk for the effects of temperature by developing and implementing detailed programs to prevent heat and cold casualties. Use [TR 350-29](#), paragraph 2-2, as the basis for locally developed programs. Commanders will also coordinate with the local Medical Department Activity (MEDDAC) Preventive Medicine Service for assistance in developing their programs.

#### **c. Fueling for performance.**

(1) The demands imposed by Army training are unique. Soldier fueling is a critical component of health and fitness, and plays a key role in optimal physical and cognitive function and injury prevention. The integration of basic nutrition concept can improve individual Soldier performance.

(2) The Soldier Fueling Initiative (SFI) is an Army program developed by the Joint Culinary Center of Excellence (JCCoE) and TRADOC, to establish a feeding (fueling) standard for Trainees/Soldiers in IMT. It encompasses DoD nutrition standards, nutritional education, menu development, product selection, preparation, and serving standards. The SFI is designed to improve readiness and increase IMT Soldier fitness and performance while addressing the problems of poor nutrition, through awareness and practices, and their long-term effects on health and fitness.

(a) Modified application of Garrison Menu Standards to promote healthier eating.

(b) Nutrition education emphasizing the links between diet, performance, and long-term health to ensure an understanding of the basic performance nutrition concepts.

(c) Marketing of the program to maintain awareness of nutrition, appropriate food and beverage choices, and both short and long term performance and health.

(3) The Recovery Fuel Nutrition Program is an Army Program developed by JCCoE and TRADOC. BOLC-A schools will utilize a pre-approved recovery bar containing a minimum of 28-30 grams carbohydrate, 8-9 grams protein, 3-5 grams fat, and a minimum of 10% of the daily value for iron using the local Installation Food Program Manager's guidance. The approved IMT training events for the purchase of recovery bar are: Confidence Tower, Obstacle Course, Foot March 1 (4K), Foot March 2 (8K), Foot March 3 (12K), Foot March 4 (16K), Night Infiltration Course, Basic Tactical Techniques (BTT) 2, FTX 3 (first evening/night only), Diagnostic Physical Fitness test #1, and Record Physical Fitness test.

(4) All female trainees shall be provided a Multivitamin with Iron (MVI) prescription on a voluntary basis within the first 72 hours of arrival to BOLC-A/B. Education and informational materials on the MVI program must also be available to female trainees.

d. Suicide prevention

(1) IMT, BOLC training includes programmed/integrated instruction on suicide awareness and identification of potentially suicidal behaviors.

(2) The commander's orientation will instruct Soldiers on the appropriate actions they should take in the event a fellow Soldier talks to them about suicide; specifically, Soldiers must recognize the need to immediately notify the first cadre member available in the chain of command.

e. Prevention of heat and cold casualties



(1) Senior commanders are responsible for the development and implementation of detailed programs for prevention of heat and cold casualties in accordance with TR 350-29. Commanders should coordinate with the local MEDDAC preventive medicine service for assistance in developing their programs. The TRADOC Surgeon will publish hot weather guidance no later than 1 March and cold weather guidance no later than 1 October of each year.

(2) For treatment of suspected heat casualty, the use of iced sheets is mandatory. Although guidance from TR 350-29 states that iced sheets should be applied anytime the Soldier has a change in mental status, err on the side of caution and always apply iced sheets to Soldiers showing any signs of environmental heat overexposure. The use of bed sheets cooled with ice water has been proven to significantly improve the recovery and outcome of persons suffering from heat stroke.

(3) Provide iced sheets in accordance with risk assessment and local guidance. For planning purposes, the recommended number of sheets is four per potential heat casualty, in ice chests. Determine the means of procurement for the chests, sheets, and ice through organizational supply personnel. Depending on the risk, the ice chests can be maintained at training sites; carried on ambulances or nonstandard evacuation vehicles; and maintained at troop medical clinics. Iced sheets may be carried at the discretion of the commander; they will be maintained at the training site whenever a wet bulb is present.

(4) All IMT cadre including Squad Leaders, company leadership, and support personnel involved in training Soldiers in a field environment will complete heat illness prevention and treatment training prior to 15 April each year, as required by TR 350-29. Heat illness prevention training resources are listed in TR 350-29, para 2-2a.

(5) In cold weather, all IMT cadre involved in training Soldiers in a field environment will complete cold injury prevention and treatment training prior to 15 October each year, as required by TR 350-29. Cold injury prevention training resources are listed in TR 350-29, para 3-2a.

### **3-3. Secure training and risk management**

a. BOLC-B Risk Management. Commanders and cadre of BOLC students will utilize the principles and procedures established in ATP 5-19. Apply risk management techniques to eliminate or control hazards associated with proponent TSPs, in accordance with guidelines established in TR 350-70, Appendix B-6.

(1) Conduct realistic training exercises within the bounds of an effective risk management program.

(2) Before training, thoroughly brief all cadre and BOLC students on the risks associated with each specific training event/activity.

(3) Commanders will also ensure that cadre and IMT Soldiers are aware of the appropriate procedures for reporting suspicious or adverse incidents during non-training hours. Examples are

(but not limited to): actual or suspected instances of fire; theft; altercations; suicidal gestures or attempts; injury; unusual health symptoms; or any other unusual behavior or event.

(4) Each installation will establish standard procedures to ensure a certified Combat Life Saver/Medic for emergency treatment is readily available during training.

(5) Unit commanders will ensure all hazard controls identified in the risk management worksheet, DD Form 2977 are implemented prior to the start of training and maintained appropriately. Commanders will ensure risk management is integrated and DD Form 2977s are completed, reflecting the conditions at the training site for the specific training period. Risk assessments are maintained at the training site, and are living, working documents which must be updated as conditions change. Risk management policy is in accordance with AR 385-10 and TR 385-2.

(6) The instructor will integrate the appropriate safety/caution statement into each task, and evaluate performance while Soldiers perform the task to the prescribed standard. The instructor will have a copy of the risk management worksheet with them during the training event.

(7) All training safety is built on a three-tiered approach to safety (command, leader, and individual).

(a) Tier 1 (commander responsibility). Validate the structural soundness of the training and evaluation plan for safety, ensure safety related matters are addressed, and make risk acceptance decisions. Ensure all risk assessment worksheets are signed at the appropriate level for the risk involved (low, moderate, high, or extremely high).

(b) Tier 2 (first-line leader responsibility). Consider actions taken by responsible individuals, establish a safety over watch of training, focus on adherence to standards, and make risk acceptance decisions within the commander's intent and delegated authority.

(c) Tier 3 (individual Soldier responsibility). Ensure Soldiers look after themselves and others, and know how to recognize unsafe conditions and acts. Soldiers must meet their individual responsibilities for safety, and recognize and report unsafe acts to leaders.

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## **Chapter 4**

### **The Basic Officer Leaders Course (BOLC) and Common Training Outcomes**

#### **4-1. BOLC Common Core Task List (CCTL)**

The BOLC CCTL (see Appendix D) applies to BOLC-A/B training. BOLC-A/B sources have direct input to the BOLC CCTL. The BOLC CCTL is approved by CG, USACIMT to ensure tasks are nested with desired outcomes and supporting tasks in the institutional training base. All IMT schools manage program compliance of their CCTL instruction through participation at the annual IMT Training Forum and a biennial BOLC CCTL synchronization conference.

- a. The CCTL identifies the task proponent and the tasks to be performed during each BOLC phase.
- b. The CCTL is reviewed every two years by the CG, USACIMT for training task relevancy.
- c. The CCTL process will include a task review and development of changes by the BOLC-A/B proponents, along with the task proponents.
- d. The CCTL Council of Colonels (CoC) will consist of BOLC school commandants, representatives, senior warrant representatives, and BOLC stakeholders. The CoC will convene biennially to review and recommend changes to the CCTL.
- e. CG, USACIMT establishes and approves officer common core tasks for the BOLC A/B, and is the approving authority for recommended changes to the CCTL (in accordance with TR 10-5-8).
- f. Cadre will train BOLC students in WTBD in accordance with the CCTL.
- g. The CCTL is available at [CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#).

#### **4-2. Warrior tasks and battle drills (WTBD)**

Proficiency at WTBD is a primary focus towards Soldier certification. A list of the current WTBD is found at <https://atn.army.mil/index.aspx> Click the link "How to Access Army Warrior Tasks," and follow the instructions. This training is critical because it allows our Soldiers to shoot, move, communicate, survive, and adapt while operating in the contemporary operational environment. Furthermore, it develops proficiency of drills necessary to succeed while in contact with the enemy. BOLC-A/B schools will ensure Soldiers are proficient at these skills through instruction, repetition, and application in realistic scenarios. WTBDs will be evaluated biennially and updated to reflect current contemporary operational environment at <https://atn.army.mil/index.aspx>.

#### **4-3. Mandatory Training Requirements**

- a. School commandants and commanders provide and record mandatory training for staff and faculty members as required.
- b. Mandatory training requirements for students in an IMT status are found in AR 350-1.
  - (1) Schools will enter class schedules, new equipment training schedules, and scheduled input into Army Training Requirements and Resources System (ATRRS) and make schedule changes from Training Resources Arbitration Panel (TRAP) or other actions within ten working days of notification.
  - (2) Schools will also post actual inputs within two working days (seven working days for ARNG and USAR schools) of the start date and the actual outputs within two working days

(seven working days for ARNG and USAR schools) from the end date of each class as announced in class schedules. Losses from a course must be posted within two working days of notification to ensure adjustments in any follow-on training for which an individual may have reservations. Actual input and output data must be posted for all courses of instruction.

c. The CG, TRADOC determines subject instruction at specific courses within each training system; IMT, Officer Education System, Non-Commissioned Officer Education System, School for Command Preparation, Civilian Education System.

d. Training subjects in a given training system are outlined in AR 350-1, Figure G-2, Appendix G. Representing the presence of that subject in at least one course in that training system, not necessarily in all courses within that training system.

#### **4-4. BOLC CCTL program of instruction (POI) development and approval process**

a. The updated CCTL establishes the minimum requirements for IMT junior officers, and will help to develop officers with the character, competence, and commitment to successfully lead Soldiers at their FUA. The list represents the CG, USACIMT's guidance on what tasks to train; however, it does not articulate how to train those tasks. Proponent schools are encouraged to continually seek innovative ways and opportunities to develop the officers' leadership skills. The Council of Colonels is held biennially to review and revise the CCTL. Revisions will then be sent to the CG, USACIMT for approval.

b. BOLC-A. In accordance with TR 350-70 and MOU, as applicable (Appendix B).

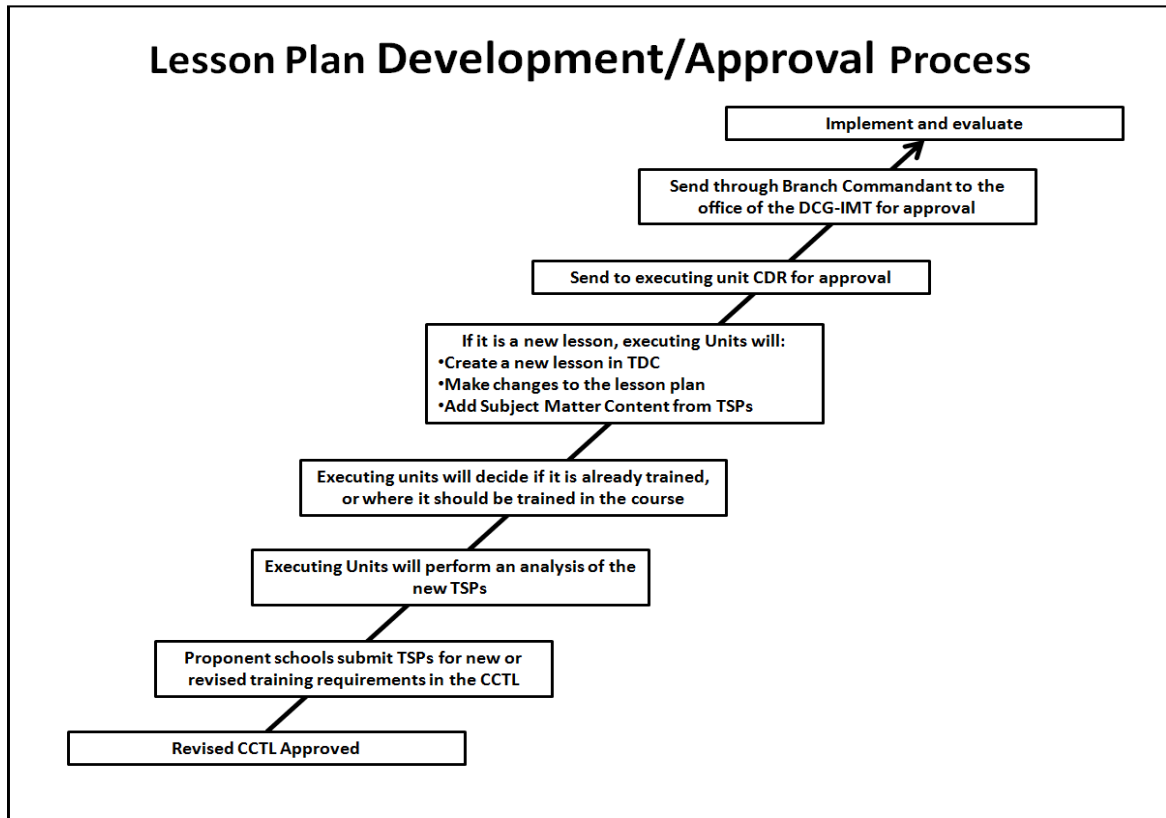
c. BOLC-B. Proponent schools are responsible for developing POIs and providing TSPs when assigned by CG, USACIMT for BOLC common core tasks. Proponent schools will prepare and approve new and revised POIs in accordance with TR 350-70.

d. Integration and documentation of common core tasks. The integration of training is the application of knowledge/skills gained from prior training. The integration of all common core tasks will be documented in the course POI, and lesson plan.

(1) BOLC schools will identify all common core tasks alignment within their respective period of instruction no later than 90-days from the most recently approved CCTL. Lesson plans will be revised to incorporate the integration of the common core task. Identified common core "Integrated" tasks will be documented for accountability, performance and visibility via the "Individual Summary Page" for accountability, "Lesson Plan Remarks" for performance and through a matrix or crosswalk document for visibility. Refer to Appendix H for an example of entries and crosswalk display. The developed matrix or crosswalk shall be uploaded as a ".pdf file" at [Individual BOLC School CCTL POI Integration Matrix at CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#)

(2) Modifications to training programs. The proponent school will inform and coordinate with the CG, USACIMT, BOLC Division, for common core instruction-related changes to

BOLC training programs. Proponents will prepare and acquire approval for new and revised POIs in accordance with TR 350-70. (See figure 4.1)



**Figure 4-1. Lesson plan development and approval process**

(3) Training schedules. BOLC-B schools will produce training schedules as outlined in Army Doctrine Reference Publication (ADRP) 7-0, chapter 3.

- (a) Specify when training starts and where it takes place.
- (b) Allocate adequate time to train all tasks to standard, including time to repeat training when standards are not met.
- (c) Specify individual, leader, and collective tasks on which to train.
- (d) Provide multi-echelon and concurrent training topics to make maximum use of available training time.
- (e) Specify who prepares, executes, and evaluates the training.
- (f) Ensure training schedules align with BOLC training in the applicable POI module/Lesson Id.

(g) Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

(4) Company commanders (or designated representatives) approve and sign their training schedule.

(5) Battalion commanders (or designated representatives) approve and sign the schedule and provide necessary administrative and logistic support. Training is considered locked in when the battalion commander signs the training schedule.

(6) The brigade commander (or designated representative) reviews each training schedule published in the brigade.

(7) The brigade's (or designated representative) higher HQ reviews selected training schedules and the list of unit-wide training highlights.

#### **4-5. Development of Initial Military Training (IMT) Officer Training**

The designated proponent school is responsible for the development of training (individual and collective tasks), and POI within their area of expertise. Designated proponent schools will approve new and revised POIs in accordance with [TR 350-70](#).

#### **4-6. Modifications to IMT Officer Training**

a. The time allotted for subjects in POI may vary depending on the aptitude and achievement levels of each group of Soldiers, the number of Soldiers in each cycle or class, the instructor to student ratio, and the availability of equipment and facilities. For these reasons, commanders are permitted to make adjustments to the amount of time devoted to a task, provided the learning objectives and performance standards are met, and the overall course length remains unchanged.

b. Request for an exception to policy for changes to BOLC Common Core training (other than those specified in paragraph a), that do not require a revision to the POI, must be submitted to the office of the CG, USACIMT in accordance with Appendix G. Information provided will include the purpose and nature of the temporary change or planned pilot, its duration, and the number of students involved. Ensure coordination is made for such pilots with the proponent. Conduct a risk assessment in support of temporary changes, to identify any new hazards, changes in residual risk, and appropriate hazard controls and risk countermeasures necessary to ensure safe training. The supporting safety office will review and validate the risk assessment.

c. Recommendations are an important part of the continuing POI review and update process. Submit all recommended changes for all IMT to ATTN Director of Operation, Plans & Training, BOLC Division. All recommendations will be reviewed and evaluated. These recommendations, when appropriate, will assist with the revision of course materials, individual training plans, course administrative data, and POIs in accordance with Army Learning Policy and systems, [TR 350-70](#).

d. Commandants, proponent schools recommendation for exception to policy (per Appendix G) will be forwarded to the CG, USACIMT for approval on all common core task modifications and changes to common core training.

e. CG, USACIMT will serve as the executive agent for exception to policy request that require approval beyond TRADOC.

#### **4-7. BOLC Training Outcomes**

Common outcomes ensure follow-on training organizations and initial units will receive officers with a common basis of training and professional development. BOLC training is sequential and progressive; and training events build from proficiencies and outcomes achieved in previous training. All students will transition through BOLC-A and BOLC-B in sequence. The only branch exceptions to the sequence rule are Army medical department, chaplains, and Judge Advocate General's Corps. Individual case-by-case exceptions will be coordinated through CG, USACIMT, BOLC Division, who will further coordinate with the appropriate TRADOC and HQDA agencies to ensure timelines do not interfere with Sustainable Readiness support to the operational Army.

#### **4-8. Army Learning Areas in support of BOLC-A/B Outcomes**

Through the execution of the CCTL and source specific training, education, and experience, each BOLC-A/B program will achieve the following outcomes:

##### **a. Army Leadership and Profession.**

(1) Soldiers and Civilians proficient in leader attributes and competencies. This General Learning Outcome (GLO) includes: Leader Development, Counseling, Coaching, and Mentoring.

(2) Soldiers and Civilians proficient in character, competence, and commitment as Trusted Army Professionals. This GLO includes: The Army Profession, Ethic, and Character Development.

##### **b. Mission Command.**

(1) Soldiers and Civilians demonstrate proficiency in mission command philosophy. This GLO includes: Build Teams through Mutual Trust, Create Shared Understanding, Provide Commander's Intent, Exercise Disciplined Initiative, Use Mission Orders, and Accept Prudent Risk.

(2) Soldiers and Civilians demonstrate proficiency in mission command leader and commander tasks. This GLO includes: Lead the Operations Process, Inform and Influence Relative Audiences, Develop Teams within Units and Unified Action Partners, Art of Command / Science of Control, Pre-Combat Inspections, Lead the Unit, Organize Staff for Operations, Rapid Decision and Synchronization Process, and Troop Leading Procedures.

(3) Soldiers and Civilians demonstrate proficiency in mission command staff tasks. This GLO includes: The Operations Process (Military Decision Making Process and Design Methodology), Information-related Capabilities, Knowledge Management, and Cyber-Electromagnetic Activities.

(4) Soldiers and Civilians demonstrate proficiency in mission command systems. This GLO includes: Common Operating Picture and Mission Command Information Systems.

c. Human Dimension.

(1) Soldiers and Civilians demonstrate capacity in creative – critical thinking. This GLO includes: Applied Critical Thinking and Groupthink Mitigation, Strategic Thinking, Problem Solving, and Decision Making.

(2) Soldiers and Civilians demonstrate proficiency in communications skills. This GLO includes: Verbal, Written, Active Listening, Facilitation, Negotiations, Social Media, and Digital Communications.

(3) Soldiers and Civilians demonstrate proficiency in cultural awareness, cross cultural competencies in the strategic environment of 2025 and beyond. This GLO includes: Strategic Communications, Public Affairs Awareness, and Joint Inter-Governmental and Multi-National Relations.

(4) Soldiers and Civilians pursue Comprehensive Fitness / Resiliency Skills and Performance Enhancement Skills. This GLO includes: Physical, Social, Emotional, Spiritual, and Family Fitness.

(5) Soldiers and Civilians pursue lifelong learning, self-assessment, and goal setting. This GLO includes development of Soldiers and Civilians with intellectual diversity and capacity through innovative learning programs to succeed in complex operational environments.

d. Professional Competence.

(1) Soldiers and Civilians demonstrate proficiency in Army and Joint doctrine. This GLO includes: Unified Land Operations, National Security Policies, and Military Strategies and Capabilities.

(2) Soldiers and Civilians support Army policies, programs, and processes. This GLO includes: Understanding and contributing to Army Systems that manage, develop, and transform the Army and sufficient business and organizational management acumen at assigned echelon/unit level to allow innovation and entrepreneurship.

(3) Soldiers and Civilians are technically and tactically competent. This GLO includes: Branch and Career Management Field proficiency, Career Programs, Series Technical Certifications, and Warfighting Skills.



## **Chapter 5**

### **Administrative and Training Policies**

#### **5-1. BOLC Leadership and Cadre Certification programs.**

BOLC schools will establish instructor certification processes in accordance with TRADOC Regulation 350-70.

a. School commandants will establish BOLC instructor certification program at their respective schools. Commandants will establish a system for monitoring and improving the quality of instruction in accordance with TR 350-70, to ensure each instructor is fully qualified and current in all aspects of their assigned training mission.

(1) United States Army Cadet Command (USACC) Staff, Faculty, and Cadre Qualification and Certification programs. In accordance with AR 145-1, Senior Reserve Officers' Training Corps Program: Organization, Administration, and Training, TRADOC Regulation 350-10, and TP 350-70-3 Staff and Faculty Development, USACC will establish an instructor certification process for on-campus SROTC Programs. This process is outlined in an interim policy letter and is slated for inclusion in CCR 145-3, Army Senior Reserve Officers' Training Corps (ROTC) BOLC A On-campus Training and Leadership Development.

(2) Officer Candidate School/Direct Commission Course (OCS/DCC) Staff, Faculty, and Cadre Qualification and Certification programs. In accordance with TP 350-70-3 Officer Candidate School will conduct an Initial Certification Program for all incoming personnel assigned to an Instructor/Writer billet. The initial certification program entails a six week curriculum focused on establishing fundamental instructor competencies. OCS conducts regular assessments in accordance with the Instructor Development Recognition Program outlined in TR 600-21.

(3) United States Military Academy (USMA) Staff, Faculty, and Cadre Qualification and Certification programs. In accordance with AR 210-26, United States Military Academy, USMA will establish an instructor certification process for all incoming personnel assigned to instructor billets.

(4) Branch School Commandants/Commanders and CSMs (or designated representatives) will certify BOLC cadre. Consider certification as a continuous assessment and development process, ensuring that BOLC cadre effectively trains officers for current and future requirements for success in a complex operational environment. Echelon training two levels down and mentoring one level down (consistent with doctrine) to properly develop cadre (that is, brigade commanders train company commanders and mentor battalion commanders; battalion commanders train platoon leaders and mentor company commanders). Key to effective training is the use of "tactical decision exercises" with multiple solutions, situational changes, and changes to the original mission. Tactical decision exercises are instrumental for BOLC cadre in developing leaders with critical thinking, ethical reasoning, problem solving, and decision making skills.

(5) Commanders/Commandants (or delegated authority) must ensure BOLC instructors/cadre meet the below standard of training required for an instructor to be certified to teach BOLC students, and they are familiar with the following regulatory guidance:

(a) General training requirements (TRADOC): Successfully complete the Foundation Instructor Facilitator Course (FIFC), or Combined Arms Center-Training, Army Training Support Center equivalency course for development of staff and faculty in accordance with TP 350-70-3.

(b) BOLC-B specific training requirements. Commanders/Commandants (or delegated authority) must ensure BOLC instructors are familiar with the following subjects, guidance, techniques and procedures:

(i) Risk Management (range safety, heat injury, etc. – AR 385-10, The Army Safety Program).

(ii) Developmental Counseling Techniques (AR 690-400, Total Army Performance Evaluation System; FM 6-22, Army Leadership).

(iii) Conduct effective after action reviews – (TR 350-70).

(iv) Standards of Conduct, Ethics and Values Training (AR 350-1, Army Training And Education).

(v) All BOLC-B instructors (grades O–2 through O–4, CW3 through CW4, and E–6 through E–8) whose primary responsibility is the direct training of common Soldier skills will be Master Resilience Trainer Course certified in accordance with AR 350-53.

b. All personnel assigned to a BOLC company command team must complete their appropriate leader or cadre training course prior to assuming their duties. The brigade commander is the waiver approval authority for all company commanders and 1SGs that do not attend CCFSC prior to assuming command team duties. This course provides future company commanders and 1SGs with a training and educational experience beyond the basic TRADOC cadre training course (CTC) and is a requirement throughout IMT. Attendance to this course is in lieu of CTC. Objectives are for commanders and 1SGs to apply TRADOC's training guidance/philosophy; effectively command and lead in the IMT environment; influence the management of IMT (training, injury prevention, misconduct procedures, and support systems); and understand IMT resilience and fitness. IMT leader and cadre training courses are not a replacement for professional military education.

## **5-2. Student in-processing tasks**

a. BOLC-A in-processing tasks are determined by the individual executive proponents in all TRADOC and ARNG schools. Direct Reporting Units service schools and academies under the control of U.S. Department of the Army in-processing procedures are in accordance with MOU (Appendix B).

b. BOLC-B in-processing tasks. Refer to the example in Appendix F (Student In-processing Checklist) for the minimum required tasks performed at each BOLC-B site to ensure each officer is processed into active duty without delay.

### **5-3. Early Arrivals and Holds**

a. BOLC-B. In-process and actively engage student and officers in introductory training and/or leadership positions as deemed appropriate by the chain of command. Train and employ student/officers to provide them technical, tactical skills, and experiences to enhance their leader development.

b. Introductory Training. Consists of orientation, PRT, and unit taught subjects as directed by the commander. Commanders will prepare students for FUA by scheduling them for training such as: Combat Life Saver, Hand to Hand Fighting certification, and Airborne School. Students may also be placed into temporary leadership positions (platoon leader, company executive officer, etc.), for training units.

c. Categorizing early arrivals/holds are as follows:

(1) Early arrival hold/under: Awaiting start of BOLC-B course.

(2) Medical hold/under: Medical holds waiting for clearance to re-enter BOLC-B course.

(3) Administrative hold/under: Pending rebranch or elimination.

(4) Recycle hold/under: Waiting to re-enter the course after being recycled or pulled for reasons other than medical.

(5) Holdover: BOLC graduates awaiting start of follow-on schools or awaiting resolution of administrative issues; such as outside continental United States permanent change of station.

d. Fundraising.

(1) No cadre member may sell any product, service, or opportunity to IMT Soldiers.

(2) No IMT Soldiers will be directed to participate in any authorized fundraising activities, and no Soldiers will be directed to purchase items at any authorized fundraising activities conducted in the brigade, battalion, company, or training area.

(3) Family readiness group (FRG) fundraising activities are only permitted in accordance with [AR 608-1](#) Appendix J, Army FRG Operations, [AR 210-22](#), and Private Organizations on Department of the Army Installations.

(4) This provision does not prohibit Soldiers from voluntarily contributing to officially authorized campaigns (such as, Combined Federal Campaign, Army Emergency Relief, etc.) or making chapel offerings.

#### **5-4. Medical Readiness**

a. Commanders are responsible for the accuracy and timeliness of their units' medical readiness data, for both permanent party and student units, in the Medical Operational Data System (MODS) database. Specific requirements for commanders are as follows:

(1) Monitor individual medical readiness (IMR) compliance, and ensure correction of IMR requirements in accordance with TP 220-1.

(2) Monitor electronic profiles (e-Profile) to ensure that Soldiers are receiving timely medical care for their conditions, or progressing in a medical board process if applicable in accordance with TP 220-1.

#### **5-5. Graduation Requirements**

a. Common core completion and graduation requirements.

(1) BOLC-A: OCS/USACC/WOCS/DCC. The CG, USACIMT, in accordance with TR 350-36, establishes common core graduation requirements for BOLC-A in coordination with appointment/commissioning sources specific graduation requirements as established by the school.

(2) BOLC-A: USMA/USAJFKSWCS in accordance with MOU (Appendix B).

(3) BOLC-B. Branch specific graduation requirements are established by the proponent school. General requirements for graduation include the following:

(a) Achieve performance levels as directed in the CCTL matrix for all common core tasks (see Appendix D).

(b) Successfully complete and pass all branch-specific requirements as outlined in each BOLC-B Individual student assessment plan (TR 350-70).

(c) Individually assess and pass the High Physical Demand Tasks in accordance with proponent requirements.

(4) BOLC-B. U.S. Army Medical Department and School/USAJFKSWCS in accordance with MOU (Appendix B).

b. Professional Requirements. When an officer or warrant officer meets graduation requirements, the school is certifying the graduate in character, competence, and commitment by living and upholding the Army Ethic and Values. Any student who fails to demonstrate the Army Ethic and Values or commits disciplinary infractions may be subject to the recycle board process and separation.

c. Army physical fitness test (APFT)/Height and Weight.

(1) BOLC-A. In accordance with HQDA directives and individual commissioning source specific graduation requirements established by the school.

(2) Candidates enrolling in WOCS or OCS must pass the standard three-event APFT as an enrollment requirement. If a Soldier enrolling in WOCS or OCS fails the initial APFT, the Soldier will be denied enrollment but allowed one retest with a subsequent class.

(3) BOLC-B. In accordance with HQDA directives and regulations.

(a) Students must meet height and weight standards for graduation in accordance with AR 350-1. Any active Army student, who does not meet height and weight standards in accordance with AR 350-1 prior to graduation, will be placed in a hold status until they have met the requirements or processed from the Army. Any USAR or ARNG student who does not meet the height and weight standards in accordance with AR 350-1 prior to graduation will be processed from the course and returned to their parent unit.

(b) Students must pass a record APFT prior to graduation in accordance with AR 350-1. Any student attending BOLC-B for less than 30 days (Army Medical Command) and will not be taking an APFT for record, must hand carry their Department of the Army (DA) Form 705 with a score within 6 months of attending BOLC-B. Any active component student who does not have a passing record APFT score prior to graduation; will be placed in a hold status until he or she passes or is processed from the Army. Any USAR or ARNG student who does not have a passing record APFT score prior to graduation; will be processed from the course and returned to their parent unit.

(c) In the case of students whose profile prevents them from taking the APFT or approved alternate APFT, the APFT requirement may be waived if the student in question has passed a record APFT within one year prior to the date of graduation from their final BOLC course or DCC. If the student on profile does not have a record APFT within one year of graduation, he or she will be assigned to a medical hold status and recycled until they are able to take the APFT.

d. Medical limitations.

(1) Commanders will determine participation in BOLC-B following a medical evaluation and accompanying recommendations. The first colonel or designated lieutenant colonel in the chain of command will make the decision to recycle the student immediately, or hold him/her at the BOLC-B location pending medical treatment and recovery. In the case of reserve component students, consultation with USAR/ARNG liaison is required. Officers who are not medically capable of completing the BOLC-B course will be referred for the Medical Evaluation Board and or military occupational specialty/Medical Retention Board process. If the officer has a temporary profile or medical issues, such as pregnancy, the officer will be put in a hold status until cleared to continue BOLC-B training.

(2) The e-Profile contains nearly all activities conducted IMT, including all PRT exercises. A Soldier's e-Profile is accessible in the Commander Portal. Individual Sick Slips (DD Form 689) are valid for only 7 days.

e. Recycles and board process. In the event that a student fails to meet BOLC-B graduation requirements as outlined above, the officer will begin the board process to determine whether recycling, branch transferring, or release from active duty is required.

(1) Retraining/retesting/recycling in BOLC-B. The first colonel or designated lieutenant colonel in the chain of command will review and may authorize retraining/retesting/recycling of students who do not meet graduation requirements. Delay of student graduation will be coordinated with U.S. Army Human Resources Command to minimize dual-slotting seats in subsequent courses as well as effect on Sustainable Readiness.

(2) Disposition of Nongraduates. AR 600-8-24 establishes procedures for separating officers for failure to complete training. In BOLC-B, when it is determined that the student will not succeed, the first colonel or designated lieutenant colonel in the chain of command will forward a recommendation to the General Court-Martial Convening Authority, documenting the efforts to assist the student and the facts supporting the release from active duty. Final separation is determined by HQDA. The Judge Advocate General or his designee has final disposition authority of their branch students enrolled in the DCC. This includes recycling and separation procedures.

f. Academic evaluation reports. BOLC-B students will receive an academic evaluation report in accordance with [AR 623-3](#).

g. Army Training Management System. Training records provide gaining unit commanders with an official record of the officer's completed training and serve as objective departure points for unit training. All individual training in institutional schools will be documented in the Army Training Management System. The student company (or equivalent) will initiate and maintain a documented Individual Training Record for proponent schools detailing CIMT specified common core tasks for officer's attending BOLC- A/B.

## **Chapter 6**

### **Training Assessment**

#### **6-1. BOLC Staff Assistance Visits (SAVs)**

a. The CG, USACIMT is charged by the CG, TRADOC, with the responsibility to conduct TRADOC SAVs. SAVs will occur in part through announced, regularly scheduled IMT assessment visits at all installations and organizations conducting BOLC training.

(1) Intent. To assist the commanders' and installations' efforts in conducting IMT; to review and assess execution of mission; and assist commanders in addressing issues and problem areas by providing actionable information and objective feedback to decision makers.

(2) Concept. CG, USACIMT directed and led. Team remains on site for three to five days, depending on the size of the training organization. Team consists of key USACIMT and TRADOC staff members.

(3) Coordinated CG, USACIMT SAVs dates are published on the CG, USACIMT Web site, Army Knowledge Online collaboration site, and on the TRADOC master activities calendar. Detailed coordination begins not later than two months prior to visits.

b. Tasks required by visited BOLC-A/B organizations (in accordance with MOI for IMT assessment visits):

(1) Provide BOLC Company training schedules covering the dates of the visit, to include physical training and unit dining facility schedules, to the CG, USACIMT visit coordinator no later than 30 days prior to scheduled visit.

(2) Provide requested read-ahead material to CG, USACIMT visit coordinator no later than 30 days prior to scheduled visit.

(3) Provide building and room numbers for all events and CG, USACIMT's working office to IMT visit coordinator no later than 21 days prior to visit.

(4) Ensure installation logistics representative makes contact with TRADOC counterpart no later than 30 days prior to visit to identify problems ahead of visit.

(5) Provide a team meeting/conference room with tables, chairs, and audiovisual equipment for team meetings. Must have 24-hour access and seating for all team personnel. This room is used solely by the team throughout the duration of the visit.

(6) Coordinate and provide adequate meeting rooms for all interviews and focus groups.

(7) Coordinate a pre-out-brief for the following: The visiting team lead (USACIMT's CG and CSM) and the installation's CG and CSM and their invited guests.

(8) Coordinate details of the visit for USACIMT's CG and CSM, with their respective personal staffs to ensure all requirements are met.

(9) Key Component of Assessment Visits.

(a) Instructor qualifications.

(b) What is the instructor selection process?

(c) What is the instructor certification process and does it meet the Army's requirement?

(d) How much time are instructors given for train-up, i.e., right seat, left seat ride?

(e) How are student records being documented and stored (Army Training Management System)?

(f) After action reviews: How are after action reviews conducted (i.e. after each event)?

- (g) FRG: Is there a FRG and what does it include?
- (h) PRT: Is PRT being conducted in accordance with prescribed guidance?
- (i) Equipment/Personnel/Time: Are there any resource issues?
- (j) What are the biggest challenges that you need help with?
- (k) Can you execute training to standard?
- (l) Common Core Integrated Training: How is integrated training being conducted? A layout of where in the POI the task is taught and how it is being conducted.

## **6-2. IMT Quality Assurance Accreditation Visits**

The HQ TRADOC Quality Assurance Office ensures IMT standards are relevant and focused on outcomes. The IMT Quality Assurance office participates as members of the HQ TRADOC accreditation team evaluating IMT training as appropriate, and develops written assessments based on CG, USACIMT/CG approved standards and weighting criteria. Accreditation helps to assure the command that the evaluated training meets the competency needs of today's Army and the operating force. BOLC-B is always evaluated during an accreditation visit.

## **6-3. Feedback from the Force**

The CG, USACIMT will solicit feedback from the force via the annual BOLC survey to ensure relevancy of the CCTL. Proponent branches shall solicit feedback from the operational force to remain relevant within their functional training tasks.

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## **Appendix A**

### **References**

#### **Section I**

##### **Required Publications**

ADP 1  
The Army

ADP 3-0  
Operations

ADP 5-0  
The Operations Process

ADP 6-0  
Mission Command

ADP 6-22  
Army Leadership

ADP 7-0  
Training Units and Developing Leaders

AR 40-5  
Preventive Medicine

AR 40-501  
Standards of Medical Fitness

AR 40-66  
Medical Record Administration and Healthcare Documentation

AR 350-1  
Army Training and Leader Development

AR 600-9  
The Army Body Composition Program

AR 600-20  
Army Command Policy

AR 623-3  
Evaluation Reporting System

## TRADOC Regulation 350-36

AR 670-1

Wear and Appearance of Army Uniforms and Insignia

ATP 5-19

Risk Management

FM 3-11

Multiservice Doctrine for Chemical, Biological, Radiological and Nuclear Operations

FM 3-11.4

Multi-service Tactics, Techniques, and Procedures for Chemical, Biological, Radiological and Nuclear (CBRN) Protection

FM 6-0

Commander and Staff Organization and Operations

FM 6-22

Leader Development

FM 7-22

Army Physical Readiness Training

FM 21-10

Field Hygiene and Sanitation

TP 220-1

Using the Medical Operating Data System (MODS)

TP 350-70-16

Army Training and Education Proponents

TR 10-5

U.S. Army Training and Doctrine Command

TR 10-5-8

United States Army Center for Initial Military Training

TR 350-10

Institutional Leader Training and Education

TR 350-18

The Army School System (TASS)

TR 350-29

Prevention of Heat and Cold Casualties

TR 350-70  
Army Learning Policy and Systems

TR 385-2  
United States Army Training and Doctrine Command Safety and Occupational Health Program

## **Section II**

### **Related Publications**

ADRP 1  
The Army Profession

ADRP 3-0  
Operations

ADRP 5-0  
The Operations Process

ADRP 6-0  
Mission Command

ADRP 6-22  
Army Leadership

ADRP 7-0  
Training Units and Developing Leaders

AR 1-201  
Army Inspection Policy

AR 11-2  
Managers' Internal Control Program

AR 25-30  
Army Publishing Program

AR 27-10  
Military Justice

AR 40-562  
Immunization and Chemoprophylaxis for the Prevention of Infectious Diseases

AR 165-1  
Army Chaplain Corps

TRADOC Regulation 350-36

AR 350-2  
Operational Environment and Opposing Force Program

AR 350-10  
Management of Army Individual Training Requirements and Resources

AR 350-50  
Combat Training Center Program

AR 385-10  
The Army Safety Program

AR 385-55  
Prevention of Motor Vehicle Accidents

AR 5-22  
The Army Force Modernization Proponent System

AR 600-3  
The Army Personnel Proponent System

AR 600-8  
Military Human Resources Management

AR 600-100  
Army Leadership

AR 600-110  
Identification, Surveillance, and Administration of Personnel Infected with Human Immunodeficiency Virus

AR 690-400  
Total Army Performance Evaluation System

DA Pam 600-3  
Commissioned Officer Professional Development and Career Management

FM 6-22  
Leader Development

TR 350-6  
Enlisted Initial Entry Training Policies and Administration

### **Section III**

#### **Referenced Forms**

DA Form 260  
Request for Publishing – DA Administrative Publications

DA Form 1045  
Army Ideas for Excellence Program (AIEP) Proposal

DA Form 2028  
Recommended changes to Publications and Blank Forms

### **Section IV**

#### **Policy**

HQDA Execution Order 265-09, Soldier First Term Dental Readiness, 071215Z Aug 09

Memorandum, HQ MEDCOM, MCHO-CL-C, 16 Nov 11, subject: Initial Entry Training (IET)  
Soldier Athlete Initiative Sick Slips

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### **Appendix B**

#### **BOLC-A Memorandum of Understanding (MOU)**

BOLC-A MOU is available at [CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#). A sample MOU is shown in figure B-1.

**DEPARTMENT OF THE ARMY**  
**COMMANDING GENERAL, U.S. CENTER FOR INITIAL MILITARY TRAINING**  
**210 DILLON CIRCLE**  
**FORT EUSTIS, VIRGINIA 23604-5716**

MEMORANDUM OF UNDERSTANDING  
BETWEEN  
U.S. ARMY CENTER FOR INITIAL MILITARY TRAINING (USACIMT),  
U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC),  
AND  
(AGENCY'S NAME – CHOOSE ONE FROM BELOW)  
U.S. MILITARY ACADEMY (USMA)  
Or  
U.S. ARMY FORCES COMMAND (FORSCOM)  
Or  
U.S. ARMY MEDICAL DEPARTMENT AND SCHOOL (AMEDD)

SUBJECT: Basic Officer Leader Course (BOLC) Common Core Tasks Training Memorandum of Understanding (MOU)

**1. References.**

a. TRADOC Regulation (TR) 350-36, Basic Officer Leader Course Training Policies and Administration.

b. Army Regulation (AR) 350-1, Army Training and Leader Development.

c. TR 350-70, Army Learning Policy and Systems.

d. BOLC Common Core Critical Task List.

**2. Purpose.** This MOU establishes authorities, responsibilities, objectives, methodology, policy and administration for training and development of newly commissioned and warrant officers between (AGENCY'S NAME).

**3. Background.** The CG, USACIMT is the proponent for TR 350-36 and is responsible for providing guidance and determining policy for the conduct of BOLC common core tasks.

**4. Scope.** This memorandum formalizes the training and development of all training between CG, USACIMT and (AGENCY'S NAME).

**5. Responsibilities.** CG, USACIMT, will determine policy and guidance for the conduct of BOLC common core tasks training.

**6. Administrative Requirements.** Provide newly commissioned officers upon graduation with the necessary in and out processing documents needed for transition to BOLC-B.

**7. Proponent and exception authority:** (AGENCY'S NAME) have the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations.

**8. Implementation Instructions.** This MOU is effective upon signature by all parties. It remains in effect through the fiscal year unless amended by mutual agreement of the CG, USACIMT and (AGENCY'S NAME).

**9. Primary Points of Contact.** CG, USACIMT POC.

\_\_\_\_\_  
Signature Block

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Signature Block

\_\_\_\_\_  
(Date)

**Figure B-1. Sample Memorandum of Understanding**

## **Appendix C**

### **Military Schools, Colleges, and Training Centers**

#### **BOLC-A**

U.S. Army Cadet Command, Fort Knox, KY 40122  
U.S. Military Academy, West Point, NY 10996  
U.S. Army Officer Candidate School, Fort Benning, GA 31905  
U.S. Army Special Forces Warrant Officer Institute (Airborne), Fort Bragg, NC 28307  
U.S. Army Warrant Officer Candidate School, Fort Rucker, AL 36362  
U.S. Army National Guard Officer Candidate School at regional training institutes  
U.S. Army National Guard Warrant Officer Candidate School at regional training institutes

#### **BOLC-B**

##### **Aviation Center of Excellence**

U.S. Army Aviation Warfighting Center, Fort Rucker, AL 36362

##### **Army Medical Department**

U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234

##### **Cyber Center of Excellence**

U.S. Army Cyber School, Fort Gordon, GA 30905  
U.S. Army Signal School, Fort Gordon, GA 30905

##### **Fires Center of Excellence**

U.S. Army Air Defense Artillery Center, Fort Sill, OK 73503  
U.S. Army Field Artillery Center and Fort Sill, OK 73503

##### **Intelligence Center of Excellence**

U.S. Army Intelligence Center, Fort Huachuca, AZ 85613

##### **Maneuver Center of Excellence**

U.S. Army Armor School, Fort Benning, GA 31905  
U.S. Army Infantry School, Fort Benning, GA 31905

##### **Maneuver Support Center of Excellence**

U.S. Army Engineer School, Fort Leonard Wood, MO 65473  
U.S. Army Military Police School, Fort Leonard Wood, MO 65473  
U.S. Army CBRN School, Fort Leonard Wood, MO 65473

##### **Sustainment Center of Excellence**

U.S. Army Ordnance School, Fort Lee, VA 23801  
U.S. Army Quartermaster School, Fort Lee, VA 23801  
U.S. Army Transportation School, Fort Lee, VA 23801  
U.S. Army School of Music, Joint Expeditionary Base Little Creek-Fort Story, Virginia 23459

##### **U.S. Army John F. Kennedy Special Warfare Center and School**

U.S. Army Special Forces Warrant Officer Institute (Airborne), Fort Bragg, NC 28307

### U.S. Army Training Center

U.S. Army Financial Management School, Fort Jackson, SC 29207

U.S. Army Adjutant General School, Fort Jackson, SC 29207

U.S. Army Chaplain School, Fort Jackson, SC 29207

### U.S. Army Judge Advocate General's Legal Center and School

U.S. Army Judge Advocate General's Legal Center and School, Charlottesville, VA 22903

## Appendix D

### USACIMT BOLC Common Core Training

The BOLC CCTL encompasses the latest changes as recommended by the Council of Colonels and is available at [CG, USACIMT BOLC Collaboration Site \(TKO Environment\)](#). A sample CCTL is provided as figure C-1.

14. Employ Military Justice	181-331-1001	181-1331	P	P	P	N/A	N/A	AR 27-10 (Mand)	TJAG	Introductory	OCT 13	4.5 hrs
ELO #1. Describe the Military Justice System												
ELO #2. Identify crimes under the UCMJ.												
ELO #3. Identify the inquiry process.												
ELO #4. Identify Soldier's rights under Article 31(b), Uniform Code of Military Justice (UCMJ).												
ELO #5. Identify who has authority to take disciplinary action against a Soldier for misconduct.												
ELO #6. List the disciplinary options available to the Commander.												

Figure C-1. Sample CCTL

## Appendix E

### BOLC Task Training Prioritization Designations

#### E-1. Proficiency level designations

a. Proficiency – Soldier demonstrates the ability to perform the task under combat conditions and upon arrival at first unit of assignment.

b. Introductory – Soldier demonstrates the ability to perform the task under supervision.



## E-2. Explanation of common military training codes used

a. Programmed Training. Training of a critical task or supporting skills and knowledge. It includes all of the academic instruction that is in the course (reflected in the POI) and applies to the resident and nonresident instruction. It includes common or shared task TSPs forwarded to non-proponent schools for inclusion in a formal course of instruction as a stand-alone lesson with a separate lesson number POI file number. Conducted in resident or nonresident training. Trained to standard. Essential as it serves as the foundation for the other training in the course. A qualification training requirement. Evaluated during instruction.

Note: For common core or shared task TSPs, it evaluates task performance during instruction under conditions prescribed in the TSPs. May require specific equipment.

b. Integrated Training. Training of a critical task or supporting skills and knowledge. It is integrated into existing course academic instruction (reflected in the POI) and applies to resident and nonresident instruction. It includes common or shared task TSPs forwarded to non-component schools for integration into an existing lesson. This task may be one in which the performer has received prior training (that is, it is best used to sustain/refine previously acquired skills). Evaluates task performance during instruction under conditions prescribed in common or shared task TSPs.

c. Awareness Training. Training used to disseminate information that provides an individual with the basic knowledge/understanding of a policy, program, or system, not a critical task or supporting skill or knowledge. The proponent school identifies the most efficient and economical media to disseminate the awareness training and disseminates as part of a TSP with supporting administrative information. Awareness training may not be related to course specific training objectives and takes place outside of POI academic time (although the training material may be passed out during POI time). Lessons can be disseminated as handouts, supplemental reading, orientations, etc, and is not formally evaluated. An example is the annual security briefing.

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## Appendix F

### Sample Student In-processing Checklist

I. Medical tasks. Ensure that the following Independent Medical Review (IMR) requirements are accomplished, and documented in a medical record and the Medical Protection System database in accordance with the Standards of Medical Fitness (AR 40-501) and Using the Medical Operational Data System (TR P 220-1):

- ☐ Commissioning medical history and physical examination.
- ☐ Test for human immunodeficiency virus antibody within the previous six months.
- ☐ Tuberculosis screening in accordance with Office of the Surgeon General policy.
- ☐ Hearing test.
- ☐ Vision test.
- ☐ Profile reviewed and make appropriate disposition.
- ☐ Obtain blood specimens for serologic screening for hepatitis A and B, measles, rubella and

varicella (as determined by local medical authority).

- ☐ Collect blood sample for group and type determination, as required.
- ☐ Collect laboratory specimen for deoxyribonucleic acid identification.
- ☐ Administer immunizations in accordance with AR 40-562. Educate female office on the benefits and risks of human papillomavirus quadrivalent (types 6, 11, 16 and 18) vaccine, recombinant (Gardasil) to females. Offer Gardasil to female Soldiers.
- ☐ Issue the following items: Lip balm with sun protection factor of at least 15; foot powder; insect repellent containing N,N-diethyl m-toluamide (DEET) (March through October); hand-sanitizing gel containing alcohol (4-ounce containers); sunscreen with sun protection factor of at least 30.

II. Dental tasks. Ensure that the following tasks are accomplished and appropriately documented in a dental record and Medical Protection System database:

- ☐ Panorgraphic radiograph in accordance with AR 40-66.
- ☐ Dental screening in accordance with HQDA Execution Order 265-09, Soldier First Term Dental Readiness, 071215Z Aug 09.

III. Troop/Unit Tasks.

- ☐ Tri-service medical care enrollment complete.
- ☐ Transportation complete.
- ☐ Privately owned vehicle inspections complete.
- ☐ Billeting established.
- ☐ Personal owned weapons registration complete.
- ☐ Meal cards issued.
- ☐ Central issue facility issued.
- ☐ Global assessment tool (Comprehensive Soldier Fitness) complete.
- ☐ Follow on schools coordinated as appropriate.
- ☐ Assignment swap requests submitted as appropriate.
- ☐ (k) Department of the Army (DA) Form 31 (Leave form) (permissive temporary duty, Housing Relocation Assistance Program) complete.
- ☐ Pay inquiry/pay advance as appropriate.

IV. Military personnel office/S1.

- ☐ Department of Defense Form 93 complete and uploaded into Interactive Personnel Electronic Records Management System.
- ☐ Service Members' Group Life Insurance Form 8286 complete and uploaded into Interactive Personnel Electronic Records Management System.
- ☐ Identification tags on hand.
- ☐ Common access card issued as needed.
- ☐ Defense Enrollment Eligibility Reporting System enrollment as needed (required documents include marriage certificate and birth certificates).
- ☐ Oath of office (DA 71)/Orders verification on file.
- ☐ Department of Defense Form 214/220 (ARNG and Reserve only) on file.
- ☐ NGB 22 (Report of Separation and Record of Service) on file.

- ☐ Travel vouchers confirmed on hand.
- ☐ Orders with amendments and 1610 on file.
- ☐ Standard form 1199A (direct deposit) completed, requires one blank check from an open account.
- ☐ O1E/O2E computation documents active Army/reserve component/ARNG complete.
- ☐ Entitlements on file.
- ☐ Finance complete.
- ☐ Official passports as required.

**V. Security Requirements.** In accordance with current Department of Defense and HQDA DCS, G-2 policy:

- ☐ A national agency check with local records and credit check investigation shall be conducted on all military personnel except for those whose specialty/military occupational specialty require Top Secret eligibility. In those instances, a Single Scope Background Investigation will be completed by the responsible investigative agency (currently the Officer of Personnel Management).
- ☐ As a minimum, Interim Secret security clearance eligibility is required prior to commission and/or appointment.
- ☐ Responsible security personnel will utilize Joint Personnel Adjudication System to verify security clearance eligibility.
- ☐ Responsible security personnel will provide a security in briefing to all incoming military personnel in accordance with Enclosure 5, Department of Defense Manual 5200.01, Volume 3.

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## **Appendix G**

### **Request for Exception to Policy Requirements**

A request for an exception to policy must include a memorandum and information paper. See samples at figures G-1 and G-2.

OFFICE SYMBOL (Example: ATSF-BF) Date

MEMORANDUM FOR Commanding General, US Army Center for Initial Military Training, TRADOC, 210 Dillon Circle, Fort Eustis, Virginia 23604-5701

SUBJECT: Request Exception to Policy for Implementation of Task # \_\_\_, as published by FY\_\_\_ CCTL

1. Use the first paragraph to provide the bottom-line up-front! Allow 1 inch margins on all sides, use your parent organization's letter head and use 12-point Arial font (or 11.5 minimum). Additionally, if the request is generated by the course manager or commander, ensure the School Commandant information is added via a THRU address line and endorsed accordingly.

a. Why is the implementation of Task # \_\_\_ not feasible?

b. Is there a lack of resources (personnel or facilities)?

c. Does your current technical and programmed training yield a more progressive approach than the common core requirement?

2. Explain how the attached enclosures (i.e. info paper, training schedule, TDA, lesson plans) support or augment your case for an exception to the common core requirement.

3. Identify the point of contact (POC) in the final paragraph, and make sure the POC is from the same office as the one shown on the office symbol line at the top of the memo. The POC line should read: The point of contact is RANK Firstname Lastname, BOLC/WOBC School, CoE Name, at DSN XXX-XXXX, 703-60X-XXXX, or pointofcontact.mil@mail.mil.

2 Encls

1. Information Paper, 20 Jan 15

2. Training Schedule, 24 May 15

COURSE O. MANAGER

LTC, USA

Commander or Director

**Figure G-1. Sample Exception to Policy Memorandum**

(UNCLASS)

INFORMATION PAPER

OFFICE SYMBOL

Date

SUBJECT: Task #\_ \_ Exception to Policy Information Paper

1. Purpose: To provide direction in support of non-compliance for task implementation.

2. Facts:

a. An information paper provides facts in a clear and concise format for use in a discussion paper or trip book. The format may be altered to meet a specific need.

b. Include the subject and purpose. Paragraphs will contain only essential facts concerning the subject. Papers will be self-explanatory and will not refer to enclosures except for tabular data, charts, or schedules.

c. Papers should not exceed one page in length and need not be signed but must include the Action Officer's name and telephone number in the lower right corner. Type the name of the approval authority below the Action Officer's name and number to indicate organizations approval by principal, deputy, or director.

d. Avoid using acronyms and abbreviations, except for those that are familiar outside of the Army (e.g., DOD, ARNG, etc.).

e. Avoid using classified information when it does not contribute to issue clarification.

f. An information paper is normally forwarded as enclosure to the exception to policy.

g. Commandant level approval is required for any information papers sent outside the pertinent Center of Excellence, Command, RTI or Directorate.

Action Officer's Name/Phone

APPROVED BY:

(UNCLASS)

**Figure G-2. Sample Exception to Policy Information Paper**

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## Appendix H

### Required CCTL Accountability, Performance and Visibility Entries in POI

*\*For this example, we have chosen CCTL # 20 – Communicate in Writing from the 151A WOBC POI. The task and title reflects task integration within an existing technical lesson in their course (552-07545045/13.1). To understand all three entries simply follow the blue font items to observe the relationships.*

#### Individual Task Summary (Accountability Entry)

Task	Title	Lesson / Ver	Critical	Mandatory
158-100-4009	Communicate in Writing (CCTL #20/Integrated)	552-07545045 / 13.1	IAW POI	IAW POI

#### Training Module / Lesson Plan (Remarks Annotation)

Lesson Id/Version	Technique of Delivery	Hours	Method of Instruction
552-07545045 / 13.1	Introduction:	0.1	(CO) Conference/Discussion
	Large Group Instruction	0.2	(PH) Practical Exercise (Hands-On)
	Large Group Instruction	22.0	(CO) Conference/Discussion
	Large Group Instruction	7.0	(RP) Role Playing
	Large Group Instruction	7.6	(HO) Hands-On Instruction
	Practical Exercise (Hands-On)	8.0	(PH) Practical Exercise (Hands-On)
	Summary:	0.1	(CO) Conference/Discussion
Total: 45.0			
Security Clearance: Unclassified			
Lesson Title: Manage AMC/ASC Production Control Section			
Action			
Text: Manage AMC/ASC Production Control Section.			
Condition: Given a computer loaded with applicable references, internet access, ULLS-A(E) system, DA Forms 1352 and 1352-1, student handouts, a scenario-based practical exercise and a role-playing requirement to brief the chain of command.			
Standard: Manage AMC/ASC Production Control Section IAW applicable references.			
Remarks: Students complete activities, role play and exercises towards comprehension of managing a production control section that integrates the components of “Communicate in Writing” or CCTL # 20.			

#### Crosswalk or Matrix Template (Visibility)

Integrated Critical Task		Lesson/TLO/Outcome	Individual Student Assessment	Method of Delivery/Instruction	Estimated Academic Time
CCTL # 20	158-100-4009	Lesson: Manage AMC/ASC Production Control Section	<ul style="list-style-type: none"> <li>Check on learning</li> <li>Practical Exercise</li> <li>Role Playing</li> <li>Classroom Discussions</li> </ul>	<ul style="list-style-type: none"> <li>Cadre Led</li> <li>Hands-on Instruction</li> </ul>	2hr
Communicate in Writing		TLOs: Draft, edit and review official military documents Outcome: Effective communication with leaders and subordinates			

Figure H-1. POI entries examples

## Glossary

### Section I Abbreviations

APFT	Army physical fitness test
AR	Army regulation
ARNG	Army National Guard
BOLC	Basic Officer Leaders Course
BOLC-A	Basic Officer Leaders Course (pre-commissioning training)
BOLC-B	Basic Officer Leaders Course (branch specific/technical training)
CBRN	Chemical, Biological, Radiological, and Nuclear
CCTL	Common Core Task List
CG	commanding general
CSM	command sergeant major
DA	Department of the Army
DCC	Direct Commission Course
DCG-IMT	Deputy Commanding General for Initial Military Training
DEET	N,N-diethyl m-toluamide
FM	field manual
FRG	Family Readiness Group
FUA	first unit of assignment
HQ	headquarters
HQDA	Headquarters, Department of the Army
IMT	initial military training
MOU	Memorandum of Understanding
NGB	National Guard Bureau
OCS	Officer Candidate School
POI	Program of Instruction
PRT	physical readiness training
RA	Regular Army
RM	rifle marksmanship
SAV	staff assistance visit
SFWOTTC	Special Forces Warrant Officer Technical and Tactical Certification Course
TR	TRADOC regulation
TRADOC	U.S. Army Training and Doctrine Command
TSP	training support package
U.S.	United States
USACIMT	United States Army Center for Initial Military Training
USMA	United States Military Academy
USAJFKSWCS	United States Army John F. Kennedy Special Warfare Center and School
USAR	U.S. Army Reserve
WOCS	Warrant Officer Candidate School
WOBC	Warrant Officer Basic Course
WTBD	warrior tasks and battle drills

## **Section II**

### **Terms**

#### **Active Army**

Members and units of the Regular Army.

#### **Adaptive leader methodology**

This methodology is a cultural change rather than a specific set list of exercises. Adaptive leader methodology develops adaptability through the rapid decision making process with instructors certified on how to employ learning models through scenario based education and problem solving exercises. Additionally, adaptive leader methodology parallels the latest findings of the academic world in leader and cognitive development.

#### **ARNG**

The ARNG is one component of the Army (consisting of Active Army, the Army National Guard and the Army Reserve). The ARNG is composed primarily of traditional guardsmen -- civilians who serve their country, state and community on a part-time basis (usually one weekend each month and two weeks during the summer). Each state, most territories, and the District of Columbia have its own National Guard, as provided for by the Constitution of the United States.

#### **Army Physical Fitness Test**

A three-event (push-up, sit-up and 2 mile run) test designed to measure the basic component of fitness and evaluate Soldiers' ability to perform physical tasks.

#### **Basic Rifle Marksmanship**

A program designed to develop the shooting proficiency of new Soldiers. Soldiers train in basic operations and maintenance requirements of assigned individual weapons. They progress through dry fire, live fire, feedback, and advanced skills; culminating in weapons qualification.

#### **Cadre**

All military, permanent party members, or civilian personnel that command, supervise, instruct, train, or directly support IMT Soldiers.

#### **Centers of Excellence**

An organization that creates the highest standards of achievement in an assigned sphere of expertise by generating synergy through effective and efficient combination and integration of functions while reinforcing unique requirements and capabilities.

#### **Common Core**

The combination of common military tasks, common leader tasks, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program.

#### **High Physical Demand Tasks**



United States Army developed occupationally relevant and gender neutral physical standards for Branch Qualification and all Military Occupational Specialties (MOS). These standards will be used to assess Soldiers and officers during initial military training as requirements for graduation and branch qualification, and will be used as the continuation standard for serving Soldiers.

### **Initial Military Training**

Term that encompasses all initial Army training including enlisted, warrant officer, and officer.

### **Individual Training**

(1) Training which prepares the Soldier to perform specified duties or tasks related to an assigned duty position or subsequent duty positions and skill level.

(2) Training which officers and noncommissioned officers (leader training) or Soldiers (Soldier training) receive in schools, units, or by self-study.

(3) This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position.

### **Lead**

- a. Role a higher headquarters assigns.
- b. Responsibility for the function, task, or role begins with initial assignment and ends with its completion.
- c. The responsibility also includes all aspects of execution and integration of all applicable doctrine, organization, training, materiel, leadership, and education, personnel, and facilities domains.
- d. The organization which receives assistance from another organization(s) or staff element(s), and is responsible for ensuring that the supporting organization(s) or staff element(s) understands the assistance required.
- e. Specifically, lead has three areas of responsibility.
  - (1) Develop, coordinate, and recommend command policy.
  - (2) Develop, coordinate, and recommend command guidance.
  - (3) Develop, coordinate, and recommend taskings to execute specific missions or tasks or provide specific support (TR 10-5).

### **Phased Training**

The division of BOLC into separate phases of training; BOLC-A/B.

### **Policy**

A high-level overall plan embracing the general goals and acceptable procedures of an organization in light of given conditions to guide and determine present and future decisions. (TR 10-5).

**Remedial Training**

Additional training given to Soldiers enabling them to attain training standards and remain in cycle, rather than having to restart in a new cycle.

**Reserve Components**

Members and units of the ARNG and USAR.

**Soldier Fueling Initiative**

A standard for Soldiers in IMT that encompasses Department of Defense nutritional standards, nutritional education, menu development, and preparation and serving standards to increase IMT Soldier fitness and performance.

**Training Requirements Analysis System (TRAS)**

The purpose of TRAS is to ensure that students, instructors, facilities, ammunition, equipment, and funds are all at the right place and time to implement directed training. The TRAS is a management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. TRAS documents include the individual training plan, course administrative data, and POI.

**United States Army Reserves (USAR)**

Members and units of the Army reserves.

**Warrior Tasks and Battle Drills (WTBD)**

Selected skills taught in all phases of IMT to train students how to survive in combat.